ERIC Document Resume | See Instruction Sheet | DATE OF RESUME 7/12/65 | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED001210

2. ORIGINATOR CONTROL NO(S). N.A.

3. IDENTIFICATION NO. CR 1239

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Sweitzer, Robert E. et al

MICROFILM COPY AVAILABLE YES ☒ NO ☐

5. TITLE OF DOCUMENT ABSTRACTED:

Role Expectations and Perceptions of School Principals

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED. YES ☐ NO ☐

6. PUBLICATION TITLE: N.A.

TYPE OF REPORT
- PROPOSAL ☐
- IN-PROGRESS ☐
- FINAL ☒
- FOLLOW-UP ☐

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Oklahoma State Univ.
ST. Stillwater, Okla.
CITY, STATE
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Cooperative Research Prog., Office of Edu., Dept. of HEW - Washington, DC

OTHER ERIC REFERENCES:

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	Jan. 63	447

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR research

16. INDEXING TERMS (6-12)

attitude testing
administrator attitudes teacher responsibilities administrator responsibilities
in-service edu. administrative behavior school superintendents
teacher attitudes research opportunities school principals role expectations

17. ABSTRACT (MAX. 250 WORDS)

Efforts were made to discover the relationship between superintendents, principals and teachers. The major focus was what these groups thought the role of the principal should be and how they reacted to the principal's fulfillment of that role. The purpose of this study was to provide a basis for further research in this area.

The role of principal was seen in the tasks of curriculum and instruction, personnel development, community relations, and ability to maintain funds and materials. Generally these groups preferred traditional values (puritan moral values, individualism, work-success, and future time orientation). The school principals need to be aware that they are between the superintendents and the teachers. Many times confusion results from misunderstanding of the superintendent-principal relationship and the principal-teacher relationship. Also principals need to realize that what they think others expect of them may not be what others really expect.

Teacher training should place emphasis on behavior aspects of administrative leadership. Pre-service training and personal interaction are very important to administration education.

Further research is needed in administrative behavior areas, such as, social values in administrative behavior, teacher morale and administration leadership. Replications of this study in similar and different types of organizations is needed.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

9

ERIC Form 1

ED001210

Abstract (p. 386-391) removed from this copy

ROLE EXPECTATIONS AND PERCEPTIONS OF SCHOOL PRINCIPALS

Cooperative Research Project No. 1329

by

Robert E. Sweitzer
Principal Investigator

with the assistance of
Larry K. Hayes
John J. Rearden
Sara Smith Sutker
J. Paschal Twyman
Samuel Goldman

Research Foundation
Oklahoma State University
Stillwater, Oklahoma
January, 1963

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

The research reported herein was supported through the Cooperative Research Program of the Office of Education, U. S. Department of Health, Education, and Welfare

PREFACE

This is a report of a pilot study aimed at exploring the expectations and perceptions held by school principals, superintendents, and teachers about elementary and secondary school principals. As a pilot study it is not complete in itself, but represents only an additional step in the investigation of factors that may affect organizational operations and behavior in public schools. It examines some questions whose answers give some guidance to the development of larger studies that could increase our understanding of administrative theory and of the conditions within schools that influence the behavior of school principals.

The theory and research design of this pilot study suggest one way for approaching this larger problem. The findings not only indicate some of the strengths and weaknesses of the approach that was used, but also raise many questions about some of the assumptions currently held concerning the nature of the elementary and secondary school principalship. This report, therefore, constitutes a suggested framework for thinking about and studying the school principalship. The details of this framework vary; some are quite sketchy while other parts are developed to a much greater degree. Yet even these apparent weaknesses in theory and design have produced findings which have some important implications for practicing school principals, for those engaged in the preparation of school administrators, and for those interested in the study of organizational operations and administrative behavior.

It is hoped that interested readers will use this report as a basis for further and more sophisticated research, inquiry into their own behavior, and the study of their own school environment. It would appear that the study of the effect of varying patterns of role expectations and perceptions upon the on-the-job behavior of school principals would be an important next step in increasing our knowledge of the administration of the individual school.

The scope of the pilot study required the thinking and cooperation of many people. The members of the Research Staff spent many hours, both day and night, in developing the research design and instruments, in collecting and analyzing data. Egon Guba performed a valuable service as a consultant; Jack Friedman gave valuable assistance in developing the Semantic Differential instrument. Special acknowledgement is given to Larry Hayes and John Reardon who spent many long nights coding data and working in the Computing Center and who made major contributions to the statistical analyses of data. Competent assistance was given in the scoring of instruments and tabulating of responses by student assistants. Much of the typing of interim reports and the final draft of the report prior to publication was carried out capably by Rosalee Stafford.

The generous and interested cooperation of the Oklahoma State

University Statistic Laboratory and Computing Center made it possible to program the statistical analyses of data and carry out these analyses. Without their support -- both in terms of personnel and finances -- the project could not have been completed.

The interest and cooperation of Dean J. Andrew Holley, Helmer Sorenson, and W. Ware Marsden of the College of Education helped alleviate many of the problems usually faced by a research group. It is doubtful if any research project had greater support and help than that offered by the Research Foundation staff of Oklahoma State University. To Marvin Edmison, Thirza Brandenburg, Gretchen Pulver, and the staff who prepared this report for publication goes a special expression of thanks.

Obtaining the information necessary to carry out the project could not have been accomplished without the permission and cooperation of the administration and school boards of participating school districts. Our deepest thanks goes to the 23 superintendents, 46 principals, and 1044 teachers who cooperated in completing the study instruments on the two visits to each school. Without always understanding fully exactly what they were doing, except providing information that someone said was important, they patiently and cooperatively (though not always passively) gave of their time and effort.

Finally, to our wives and children, who often did not see much of the research staff for many days, we express our sincere thanks.

Robert E. Sweitzer
Principal Investigator

TABLE OF CONTENTS

Page

Preface ii

Chapter

I THE GENERAL NATURE AND PURPOSE OF THE STUDY . . 1

Comparison with Other Studies
The Objectives of the Study

II THEORY, HYPOTHESES, AND RESEARCH DESIGN 14

Appropriate Theory
 Getzels-Guba Theory
 Stogdill's Theory
 Schutz' FIRO Theory
 Biddle's Theory
Research Design
 Major Aspects
 Definitions of Dependent Variables
 Independent Variables
Hypotheses

III INSTRUMENTS USED TO OBTAIN DATA 17

Dependent Variables
 Principal Role Behavior - Content
 Leadership Behavior Description Questionnaire
 Semantic Differential Style of Behavior
 General Conditions in Your School
 Interview Schedule
Independent Variables
 Differential Values Inventory (Modified)
 FIRO-B
 Decision Orientation Consistency Scale
 Importance of Tasks
 Background Information

IV PARTICIPANTS IN THE STUDY 83

Sample Identification and Selection
Procedures for Collecting Data
Characteristics of Participants

V GENERAL DESCRIPTION OF DATA ANALYSIS 104

Statistical Machine Analysis
Supplementary Analyses

VI BASIC FINDINGS REGARDING INDEPENDENT VARIABLES . . . 121
Differential Values Inventory
FIRO-B
Decision Orientation Consistency Scale
Importance of Tasks
Relationships Between Independent Variables
Reliability
Summary

VII BASIC FINDINGS REGARDING DEPENDENT VARIABLES 168
Principal Role Behavior - Content
Leadership Behavior Description Questionnaire
Semantic Differential Style of Behavior
General Conditions in Your School
Interview Schedule
Some Relationships Between Selected Dependent Variables
Reliability of Independent and Dependent Variables
Summary: Relationship of Findings to Hypotheses

VIII RELATIONSHIPS BETWEEN AND AMONG ROLE EXPECTATIONS AND PERCEPTIONS: PRINCIPAL ROLE BEHAVIOR-CONTENT INSTRUMENT . . 280
Fulfillment of Teachers' Role Expectations
Fulfillment of Principals' and Superintendents' Role Expectations
Principals' Attributed Expectations
Principals' Attributed Perceptions
Principals' Ausvalued Expectations
Cognitive Consistency of Principals
Accuracy of Attributed Expectations
Accuracy of Attributed Perceptions
Legitimacy of Others' Role Expectations
Legitimacy Fulfillment
Principals' Perception of Adaptation
Sanctions
Summary: Relationship of Findings to Hypotheses

IX RELATIONSHIP BETWEEN DEPENDENT AND INDEPENDENT VARIABLES 325
Principals' Responses
Analysis of Significant Chi Squares for Principals
Superintendents' Responses
Teachers' Responses
Analysis of Significant Chi Squares for Teachers
PRB-C Items Generating Significant Chi Square Relationships
Other Significant Relationships
Summary: Relationship of Findings to Hypotheses

X **SUMMARY AND CONCLUSIONS** 361

General Description of the Study
Findings Related to Hypotheses
Conclusions
Implications

XI ~~ABSTRACT OF THE REPORT~~ 386

removed from this copy

APPENDICES: 392

A. Participating Schools and Correspondence

B. Instruments

C. Basic Data Tables

D. Research Proposal to Extend the Present Study

CHAPTER I

THE GENERAL NATURE AND PURPOSE OF THE STUDY

Beginning in September, 1961, a study was initiated to inquire into the role expectations and perceptions of school principals. The research (Project No. 1329) was carried out through a research contract (OE-2-10-069) with the Cooperative Research Branch, United States Office of Education, Department of Health, Education, and Welfare, and was sponsored locally by the Research Foundation and the Department of Education at Oklahoma State University. The results of this inquiry, herein reported, are based on data obtained from a sample of elementary and secondary principals and teachers, and superintendents, in twenty-three school districts located in Oklahoma.

The study is exploratory in nature and purpose, limiting itself to an inquiry into the nature of and the relationships among selected verbalizations by principals, teachers, and superintendents concerning the role of the school principal. It is concerned not only with the way most principals, teachers, and superintendents tend to think about and perceive the administrative behavior of school principals, but also with the general degree of similarity in the role expectations and perceptions of a given principal, his superintendent, and his teachers in a specific situation.

The study was conceived as the first of a series of exploratory and developmental inquiries into some of the assumptions and problems inherent in typical role theory approaches to the study of administrative behavior. It concerns itself only with the various levels of cognitions selected people have concerning the role of the school principal -- verbalizations about what a school principal should do (role expectations), verbalizations as to what a school principal does in carrying out his administrative role (role perceptions), and verbalizations by principals regarding their perceptions of others' expectations (attributed expectations) and regarding the expectations they think others should hold for them (ausvalued expectations) -- plus the similarity between these cognitions (degree of cognitive role conflict), and the relationship of these cognitions and cognitive conflicts to other selected factors and conditions (e.g., general social values, interpersonal needs, group morale). As Epictetus once said: "It is not actions, but opinions concerning actions, which disturb men." Future investigations that have been tentatively planned will inquire into the relationships between these cognitions and degrees of cognitive role conflict upon the decision-making behavior of school principals in a simulated situation, regarding simulated problems, and on-the-job in their own schools.

The school principalship was chosen as the subject of inquiry because of the increasing importance of the school principal in educational administration and because a large majority of previous studies of the role of educational administrators have concentrated on the superintendency. There is a growing recognition that as school administrative units become larger through school district reorganization and as the functions of the schools become more complex, the administration of the individual school becomes increasingly more important in accomplishing educational objectives. The individual school is the basic "operational level" administrative unit through which the educational task is accomplished. The principal holds a key position in the school; his thinking and behavior influences the attitudes, values, and behavior of teachers and students. He is also "the man in the middle" in the school administrative hierarchy: the subordinate of his superintendent, the superior of his teachers. While there has been considerable study of the superintendency using emergent concepts and the newer theories of administration, there has been relatively less intensive investigation of the role and behavior of school principals using these newer theories.

Some of the specific objectives and dimensions of the study grew out of the findings of a survey the status and problems of school administration in Oklahoma.[1] Among the pertinent findings obtained in this survey are the following: (a) the majority of citizens, school administrators, and teachers in Oklahoma held Traditional rather than Emergent values; (b) secondary school principals held general social values that agreed more with those of teachers and citizens than with those held by superintendents; (c) the major characteristic that made the difference between a "good" and "poor" superintendent or principal was his "interpersonal relationships" competency; (d) the morale of both teachers and administrators was rather high; (e) curriculum and instruction and public relations was of greatest concern to school administrators; and (f) the most important qualifications for a superintendent or school principal were his "ability to see the whole picture, each problem in its broader context" and "an unusual understanding of people."

---

[1] Robert E. Sweitzer and Larry K. Hayes, Educational Administration in Oklahoma: Status and Problems. A 1961 Survey Sponsored by the Oklahoma Commission on Educational Administration. Stillwater, Oklahoma: Oklahoma State University, 1961.

A doctoral dissertation by Larry Hayes[2] investigated the relationships between the variables of the O.C.E.A. 1961 survey. Hayes discovered (a) no significant relationship between the general social values of respondents and their level of morale or satisfaction, or their viewpoint as to the emphasis that should be given to selected educational tasks of the elementary or secondary school; (b) younger people, both professional education people and citizens, were the most satisfied with their local schools; (c) teachers were the least satisfied and elementary principals were the most satisfied; and (d) younger people perceived the greatest differences between perceived and expected emphasis on selected educational tasks of both elementary and secondary school. The present project included an attempt to discover some of the factors that might influence these "surface" findings of the O.C.E.A. 1961 survey and the findings of Hayes' study.

Comparison With Other Studies

One way of describing the study is to compare it with other studies. This comparison reveals some of the general purposes of the present study and describes some of its characteristics.

---

[2] Larry K. Hayes, "The Relationship between Individual Values, Viewpoint of Education's Task, and Satisfaction with Local Schools." (Unpublished Ed.D. dissertation, Graduate School, Oklahoma State University, 1962.)

Typical investigations on the principalship tend to slight the complex interdependency of the values, personality characteristics, role expectations and perceptions, and the personal constructs used by school principals to order or bring meaning to their phenomenal world. Few studies have made explicit the differentiations between the role of elementary and secondary principals in terms of situational specifics. Typical studies have emphasized descriptions of typical tasks rather than the analysis of interrelated role factors and the testing of hypotheses developed from explicitly stated concepts and theories. Even some of the studies using role theory tend to result in findings that are essentially merely a listing of generalized traits, typical behavioral patterns, usual tasks that are performed, and the general stereotypes of significant expectations held by classes of respondents, even though the methodologies used for gathering and summarizing data are quite sophisticated. Thus, many studies of the principalship give more insight into principals as a generalized group than into principals as individuals behaving in a role-defined particular social setting.

However, investigations of selected aspects of the principalship did provide a wealth of data that was incorporated into the development of the present study. Buffington and Medsker[3] found significant differences in the way teachers and parents describe the job of the elementary principal. Congreve[4] studies the informal social structure in two schools, while Prince[5] reported differences in the values held by teachers and principals. Sweitzer[6] found that principals have different expectations and perceptions of the superintendent's role than do teachers and school board members, while Campbell[7] investigated the nature and degree of principal-teacher agreement on the teacher's role. Jenkins and Blackman[8] found no significant relationship between verbalizations by school administrators about democratic attitudes and their ability to put democracy into action. Two other studies[9] of particular interest have dealt with the supervisory functions and status of elementary principals. The research design and study instruments employed by Neal Gross in his current national study of school principals were also examined.

---

[3] "Teachers and Parents Describe the Effective Principal's Behavior," Administrator's Notebook, IV (September, 1955).

---

[4] Willard J. Congreve, "A Study of the Interrelationships Existing Between Administrator Behavior and the Social Systems of the Adult Population in Two Selected Secondary Schools," (Unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1957).

[5] Richard Prince, "Individual Values and Administrative Effectiveness," Administrator's Notebook, VI (December, 1957).

[6] Robert E. Sweitzer, "The Superintendent's Role in Improving Instruction," Administrator's Notebook, VI (April, 1958).

[7] Merton V. Campbell, "Teacher-Principal Agreement on the Teacher Role," Administrator's Notebook, VII (February, 1959).

[8] David S. Jenkins and Charles A. Blackman, Antecedents and Effects, of Administrator Behavior, SCDS Monograph No. 3. (Columbus, Ohio: College of Education, The Ohio State University, 1956).

[9] Bruce G. Browning and Henry J. Otto, Organization for Instructional Supervision in Elementary Schools (Austin: College of Education, University of Texas, 1957); Department of Elementary School Principals, The Elementary School Principalship: A Research Study (Washington, D.C.: The Department, National Education Association, 1958).

While building upon previous inquiries, the present study differs from some of them -- that use a generalized given status position or role in many school systems as the unit of analysis -- by using the individual principal and his school as a major unit of analysis. This "situational" approach to the study of role determinants and conflict adds specificity to the generalizations concerning role expectations and perceptions of school principals by limiting generalizations about role expectations and perceptions to similarities and differences in individual response patterns regarding a particular referent (e.g., John Smith, Principal) rather than similarities or differences in particular characteristics of a generalized referent group (e.g., Elementary school principals).

Some studies of administrative roles in educational institutions have been based upon the theories of Getzels and Guba,[10], Stogdill,[11] and Biddle, Twyman, and Rankin[12] which have grown out of the thinking of persons such as Parsons,[13] Rommetveit,[14] Sarbin,[15] and Gross, Mason, and McEachern.[16] An examination of the research growing out of these theories reveals a paucity of testing the reliability and consistency of data obtained through the application of role theory. Findings are reported and generalizations are often made on the assumption that data about role expectations and perceptions that are obtained through one sampling of a given population tend to reveal characteristics that do not change radically over a period of time. Checks on reliability are usually made by replications and "truthfulness" items in the instruments, by measures of congruity of consensus in the responses of all the members of a given status position, or by cross tabulating the responses obtained from the same sample at the same time on different instruments. The present inquiry used some of these methods to obtain some indication of the reliability of responses regarding role expectations and perceptions, but also obtained identical and comparable data from the same group of respondents on two different occasions over a period of time.

---

[10] J. W. Getzels and E. G. Guba, "Role Conflict and Personality," Journal of Personality, XXIV (1955), 74-85; J. W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflict in the Teaching Situation," The Journal of Educational Sociology, XXIX (1955), 30-40; J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (1957), 423-441.

[11] Ralph M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959).

[12] Bruce J. Biddle, J. Paschal Twyman, and Earl F. Rankin, Jr., "The Role of the Teacher and Occupational Choice," forthcoming in the Spring, 1961, issue of School Review; Bruce J. Biddle and J. Paschal Twyman, The Concept of Role Conflict (Columbia: University of Missouri Press, 1961. Multilithed.)

Most studies employing role theory have obtained data only concerning first-order cognitions, i.e., the role expectations and role perceptions of a given subject concerning himself or of a designated other. Usually these first-order cognitions are in terms of "I should" and "He should" (role expectations) and in terms of "I do" and "He does" (role perceptions) kinds of data. Few if any studies have been concerned with how a given subject perceives the expectations and perceptions others hold for him (attributed role expectations and attributed role perceptions) or with what a given subject thinks should be the expectations held by others for his role (ausvalued expectations). A major concern of the present inquiry was the relationship between first-order and second-order cognitions and among second-order cognitions.

---

[13] Talcott Parsons, The Social System (Glencoe: The Free Press, 1951.)

[14] R. Rommetveit, Social Norms and Roles (Minneapolis: University of Minnesota Press, 1954).

[15] Theodore R. Sarbin, "Role Theory," in Gardner Lindzey (ed.) Handbook of Social Psychology, Vol. I (Cambridge: Addison-Wesley Publishing Co., 1954.)

[16] Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: John Wiley and Sons, 1958).

Another problem that was explored in the project, and not often included in the majority of role studies, was the consistency of the cognitive patterns of the school principal regarding the expectations he holds concerning his own role. The theoretical work reported by people such as Bruner,[17] Chernoff and Moses,[18] Machol,[19] Festinger,[20] and Luce[21] suggest the importance of cognitive constructs in influencing behavior. At the same time, some of these writers also indicate that the non-fulfillment of expectations may produce a dissonance which may result in the subject's attaching more attractiveness to a chosen condition or course of action. Typical studies employing role theory appear to make certain assumptions about the rationality on the part of respondents when answering questions about role expectations and perceptions. In some cases these studies do not gather data nor analyze findings in a way that attempts to discover the nature and degree of consistency in role expectations. The present study attempted to discover this consistency through two methods, one direct and one indirect. The direct method was the inclusion of a Decision Orientation Consistency (DOC) scale in the series of study instruments. The indirect method was to compare the expectations a principal had regarding his own role (first order expectations) with the expectations he thought his superintendent and teachers should hold regarding his role (ausvalued expectations).

---

[17] Jerome S. Bruner, et al. Contemporary Approaches to Cognition, (Cambridge, Mass.: Harvard University Press, 1957).

[18] Herman Chernoff and Lincoln E. Moses, Elementary Decision Theory (New York: John Wiley and Sons, 1960.)

[19] Robert E. Machol (Editor), Information and Decision Processes (New York: McGraw-Hill Book Company, 1960).

[20] Leon Festinger, A Theory of Cognitive Dissonance (White Plains, New York: Row, Peterson, and Company, 1957.)

[21] R. Duncan Luce, Individual Choice Behavior: A Theoretical Analysis. (New York: John Wiley and Sons, 1959).

The "Development of Criteria of Success in School Administration" project[22] (usually referred to as the DCS project) has revealed patterns of administrative behavior expressed by elementary school principals in reacting to administrative problems based on a simulated situation. Although these patterns of administrative behavior were related to a large variety of other variables (including personality, reasoning ability, professional values, and professional knowledge), an intensive study of the relationships between these patterns of administrative behavior and the individual's expectations and perceptions of his role was not included. It was the intent of the present study to obtain information about these role expectations and perceptions of given principals so that this information could be used to select participants on the basis of these findings in a future inquiry into the relationships between these role expectations and perceptions and the pattern of administrative behavior in dealing with some of the "in-basket" problems developed during the DCS project. For this reason, the four task area dimensions used in the DCS project (Educational Programs, Developing Personnel, Community Relationships, and Maintaining Funds and Facilities) were included in the study of the role expectations and perceptions of school principals.

---

[22] John Hemphill et al, Dimensions of Administrative Performance, a report of research conducted under Contract No. 214 (6905) with the Cooperative Research Branch, United States Office of Education, Department of Health, Education, and Welfare, (Teachers College, Columbia University and Educational Testing Service, May, 1961); and John Hemphill et al, Administrative Performance and Personality (New York: Bureau of Publications, Teachers College, Columbia, University, 1962).

The Objectives of the Study

The preceding illustrations of some of the limitations in the present knowledge about the role of the school principal, of some of the gaps in present applications of role theory in the study of school administration, point out some of the major problems with which the present study was concerned. These problems are all concerned with some of the variables that theory suggests appear generally to influence group operations and individual behavior in most school settings and in many other organizational settings. Although the data of the study were obtained from Oklahoma principals, superintendents, and teachers, the findings of the study cast some light on questions of interest and concern to many school administrators and students of educational administration. The methodologies employed are applicable to the investigation of the principalship in any school or school system.

The probable general applicability of the findings and methodology of the present study to other schools and to other investigations is indicated in the five major objectives of the study, which may be stated as follows:

1. To discover disparities (cognitive role conflict) between:
   a. an individual's expectations regarding the role of a particular incumbent of a given position and the individual's perception of the role incumbent's behavior;
   b. the expectations attributed to another person or group and the actual expectations held by the person or group; and
   c. the perceptions attributed to another person or group and the actual perceptions of the person or group;
2. To discover the degree to which these verbalized statements by school principals and the occupants of related positions concerning role expectations, role perceptions, and attributed expectations and perceptions tend to remain constant over a given period of time;
3. To discover the relationship between individual satisfaction or group morale and:
   a. cognitive role conflict;
   b. selected personality characteristics of school principals and other professional school employees;
   c. general social values of school principals and other professional school employees;
4. To develop instruments and refine a research design for obtaining data concerning:
   a. role expectations and perceptions;
   b. attributed role expectations and perceptions;
   c. administrative behavior in simulated situations;

   d. on-the-job behavior of school administrators; and

5. To develop a research proposal for extending the present study in the direction of investigating the behavior of school principals in simulated and in on-the-job situations.

In addition to the variables related to these objectives, other variables related to role theory were also investigated as a result of the refinement of the research design. Among these variables were (a) legitimacy of role expectations, (b) perception of adaptation to others' expectations, and (c) sanctions.

Objectives 4c, 4d, and 5 above have been carried out through the submission of a research proposal to the Cooperative Research Branch, U. S. Office of Education, on August 24, 1962. A copy of the main body of this proposal, not the exhibits which were attached to the proposal and which explained in detail the elements of the research design and the contemplated methodology, is included in Appendix D. Only the work done in attempting to achieve the other objectives of the project (objectives 1, 2, 3, and 4a and 4b) are described in detail in this report.

CHAPTER II

THEORY, HYPOTHESES, AND RESEARCH DESIGN

The purpose of this chapter is to describe in a rather terse manner how the hypotheses, research design, and methodology of the study grew out of and were based upon certain concepts and selected theories of organizational operations and behavior. Some of the major aspects of the theories that were used will also be described briefly and will be related to specific aspects of the research design that was employed. In addition, brief reference will be made to the dimensions of the selected instruments that were used to obtain data concerning each of the aspects of the research design.[1] It is only in the context of this discussion that the nature of the study and the material presented in the following chapters can be clearly understood and the parameters and limitations of the study comprehended.

Appropriate Theory

The questions asked of subjects were aimed at obtaining specified information about role expectations and perceptions and other individual information that role theory and previous studies indicate are pertinent to the understanding of certain variables that appear to influence group operations and individual effectiveness. The following discussion indicates the major reasons why certain questions were asked of subjects and the general nature in which the information acquired through these questions was related to each other and analyzed.

---

[1] A more definitive and detailed discussion of each instrument is presented in Chapter III.

Selected role theory approaches to organizational operations and behavior were used as the major theoretical bases of the study. Levinson[2] has pointed out that the term "role" has been encumbered with at least three operationally quite separate meanings in the literature and research on role theory: (a) Organizational role-demands, a sociological concept that refers to supposed requirements of the organization or social system; (b) personal role-definitions, a psychological concept which refers to the individual's cognitive responses to the situation in which he finds himself and thus becomes a linking concept between personality and social structure; and (c) actual role-behavior, a psychological concept which refers to the individual's behavioral response to the situation in which he finds himself. In the present research, personal role-definitions (as defined by Levinson) were the subject of most concern and are viewed as consisting of role expectations and role perceptions.

Stogdill[3] following Talcott Parsons' general concept of role, has called attention to the major dimensions of role expectation.

---

[2] D. J. Levinson, "Role, Personality, and Social Structure in the Organizational Setting," Journal of Abnormal and Social Psychology, LVIII (1959), 170-180.

[3] Ralph M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959).

He suggests that expectations indicate a readiness for reinforcement and he regards them as a function of (a) drive (or motivation and intention); (b) the estimated level of desirability of a possible outcome; and (c) the estimated probability of an outcome. The latter two aspects were seen by the research staff as major points of concern in the present study. The estimated desirability of an outcome, according to Stogdill, consists of a person's judgment related to the "satisfying of, need for, demand for, appropriateness of, or plesantness or unpleasantness of, a possible outcome."[4] The estimated probability of occurence of an outcome consists of a person's "prediction, judgment, or guess relative to the likelihood that a given event will occur."[5]

In the present study, the concept "role expectations" was seen as a useful approach to obtaining estimates from persons of the appropriateness and desirability of given overt behavior that might be exhibited by a particular school principal. "Role perception" was seen as a pertinent concept for guiding methods of obtaining estimates of the judgments and predictions of the extent to which given overt behavior was seen (perceived) by a person as being actually exhibited by a particular school principal.

Getzels-Guba Theory

Role expectations and perceptions cannot be thought of apart from a particular theory since these concepts are viewed differently by various theories. Neither can role expectations and perceptions be studied per se; they must be related to some defined aspects, dimensions, or styles of behavior and to some individual or group. The "Nomothetic-Idiographic theory" developed by Getzels and Guba[6] was used by the research staff in meeting the two requirements just mentioned. Basically, this theory conceives any organization, or sub-organization, as a social system which is composed of two classes of phenomena which simultaneously are independent conceptually as well as phenomenally interactive. The first class of phenomena is institutions which are made up of roles and expectations that are in keeping with the goals of the system and which are aimed at meeting the goals of the system. The second class of phenomena is individuals, each having certain personalities and need-dispositions and whose interactions make up group behavior. Thus, the first class of phenomena reflects a sociological analysis aimed at understanding group behavior in terms of the normative dimension of activity, i.e., the elements of institution, role, and expectation. This dimension is referred to as nomothetic. The second class of phenomena reflects a psychological analysis aimed at understanding group behavior in terms of the personal dimension of activity, i.e., the elements of individual, personality, and need-dispositions.

---

[4] Ibid., p. 63.

[5] Ibid., p. 63.

---

[6] Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," School Review, LXV (Winter, 1957), 423-41 and Egon G. Guba, Role, Personality and Social Behavior (Columbus, Ohio: Bureau of Educational Research and Service, The Ohio State University, September, 1958). Although much has been written on this theory, these references describe the major thinking behind the development of the theory.

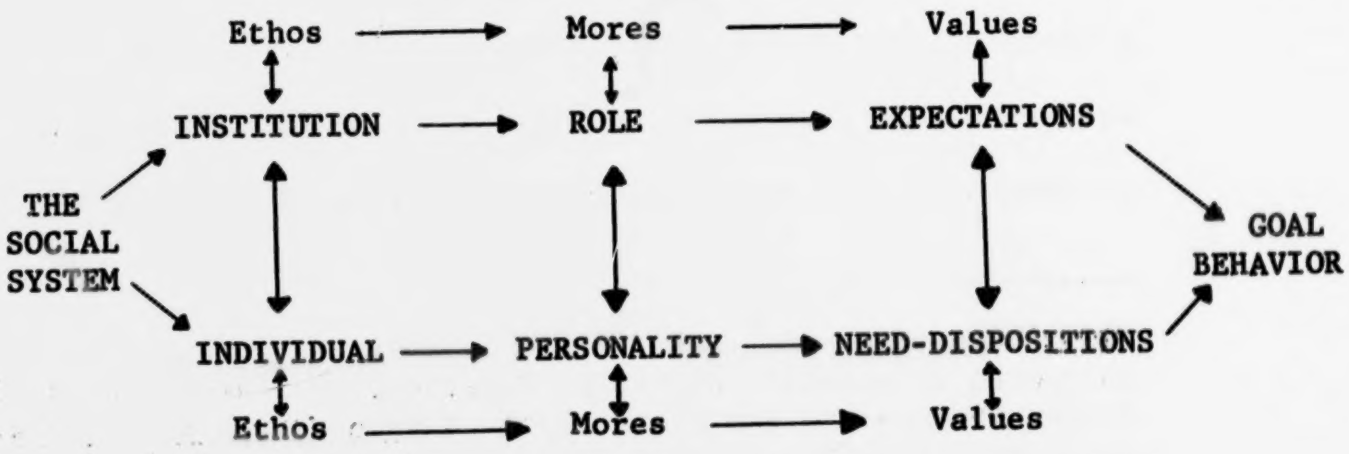
This dimension is referred to as idiographic.

The institution is seen as an "open system" that operates within and interacts with a larger environment. The individual is also seen as an "open system" who behaves within and interacts with a larger environment. This external or larger environment of the institution and of the individual is made up of three elements: ethos, mores, and values.

Each element on each dimension serves as the analytic unit for the element preceding it, e.g., the social system is defined by its institutions, each institution by its constituent roles, and each role by the expectation attaching to it. A similar relationship exists between the elements of the external environment. Thus, on the following diagram of the theory, the primary direction of effects between the elements of each dimension is from left to right. The most appropriate point at which to study each dimension is at the most specific point on the extreme right, i.e., expectations, need-dispositions, and values.

FIGURE 1

Nomothetic Dimension


Ethos
Mores
Values
INSTITUTION
ROLE
EXPECTATIONS
THE SOCIAL SYSTEM
GOAL BEHAVIOR
INDIVIDUAL
PERSONALITY
NEED-DISPOSITIONS
Ethos
Mores
Values

Idiographic Dimension

The behavior and interaction of a specific role-incumbent in a given institution can be understood only by knowing both his role-expectations and need-dispositions.[7] Since both the institutional and individual dimensions interpenetrate, motives for behavior may be thought of as needs and expectations, the needs deriving from personalistic sets and the expectations deriving from institutional obligations and requirements.

Institutional tasks are organized into roles which serve as norms for the behavior of the role incumbent. Role expectations define for the actor what he should or should not do so long as he is the incumbent of a particular role.The need-dispositions of a role incumbent govern his unique reactions to the environment and to role expectations and influence his tendencies to orient and act with respect to tasks and persons in certain manners and to expect certain consequences from these actions. Thus, the behavior of an individual results as he attempts to cope with an environment made up of patterns of expectations for his behavior in ways that are consistent with his own pattern of needs. When institutional expectations are maximized, behavior still retains some personal aspect for no role is defined so closely as to eliminate all individual latitude. Similarly, when personality is maximized, social behavior cannot be entirely free from some role prescription. Thus, it is possible to discover the degree to which a given role incumbent gives consideration to role expectations and to need-dispositions. His behavior may be described along a continuum ranging from primary emphasis on role-relevant performance (nomothetic) to primary emphasis on personality-relevant (idiographic) performance. In the present study the two content dimensions of the principal's behavior that were studied were the *nomothetic* dimension and the *idiographic* dimension.

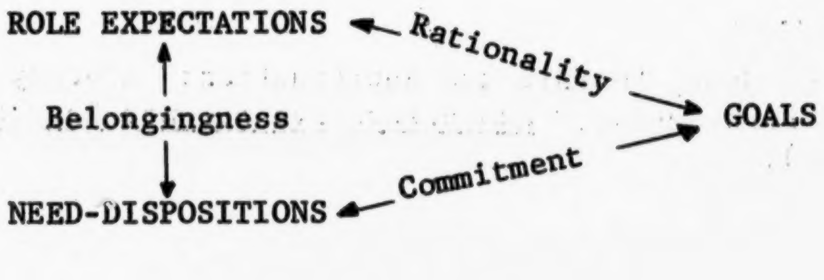
---

[7] Much of the discussion that follows is contained in the following reference: Robert E. Sweitzer, "An Assessment of Selected Theories of Administration" in Research in Educational Administration (Cooperative Research Project No. F-2) edited by Stephen P. Hencley (Columbus, Ohio: University Council for Educational Administration, January, 1962), pp. 68-99.

Morale as defined by Guba has three dimensions which arise from the congruence in the relationships among need-dispositions, role expectations, and institutional goals. "Commitment" is used to refer to the congruence between need-dispositions and goals; "Belongingness" as the congruence between need-dispositions and role expectations; and "Rationality" as the congruence between role-expectations and goals. Guba defines the morale of role incumbents as being dependent upon how well they can integrate the goals of the institution with their own needs (their sense of commitment); how much they can anticipate satisfying role expectations and personal needs simultaneously (their sense of belongingness); and how clearly they perceive the logical appropriateness of their role expectations with institutional goals (a sense of rationality).

FIGURE 2

Guba's Concept of Individual Morale



Guba has also suggested that morale is a predisposition on the part of persons engaged in an enterprise to put forth extra effort in the achievement of group goals, implying that morale is a dynamic quality beyond satisfaction with the way the situation is structured. Satisfaction is seen as a prerequisite for morale.[8] These concepts helped define "morale" as used in the study.

Conflict in an organization has been identified by Getzels and Guba as consisting of four major types that are suggested by the nomothetic-idiographic framework: (a) conflict between the cultural values of the larger environment and institutional expectations and/or individual need-dispositions; (b) conflict between the pattern of expectations attached to a given role and the pattern of need-dispositions of the particular incumbent of that role; (c) role conflict; and (d) personality conflict. The latter two are compound and require further amplification since they are included as some of the major questions investigated by the present study.

Role conflict occurs when a particular role incumbent is required to conform simultaneously to a number of expectations which are mutually exclusive, contradictory, or inconsistent so that it is virtually impossible to meet one set of expectations and at the same time adjust to meet another set of expectations. Three kinds of role conflict are possible: (a) disagreement that arises among members of the same referent group in defining a given role; (b) disagreement among several referent groups, each having a legitmate right to define expectations for the same role, but defining these expectations in significantly different ways; and (c) contradictions in the expectations of two or more roles which the occupant of a given position is occupying at the same time (e.g., principal who is also a parent, neighbor of the superintendent, father-in-law of one of his teachers).

---

[8] Egon G. Guba, "Morale and Satisfaction: A Study in Past-Future Time Perspective," Administrative Science Quarterly (September, 1958).

Personality conflict occurs when there exists opposing and contradictory needs and dispositions within the personality of a given role incumbent. This conflict may be due to unresolved discrepancies between needs, goals, and potentialities.

Stogdill's Theory

Although much of Stodgill's theory is related to the general concern of the present project concerning administrative and organizational behavior, only those aspects especially pertinent will be mentioned. Stogdill conceives of expectations, one of the three major input variables of his theory, as a readiness for reinforcement.[9] Expectations is a function of drive, the estimated level of desirability of a possible outcome, and the estimated probability of the outcome. The estimated desirability of an outcome is an individual's judgment relative to the satisfying of, need for, demand for, appropriateness of, or pleasantness or unpleasantness of a possible outcome. The estimated probability of the occurrence of an outcome is an individual's predition, judgment, or guess relative to the likelihood that a given event will occur. These conceptions help to clarify much of the typical confusions in the definitions of role expectations found in the literature. They indicate that role expectations have a value element (desirability) as well as a perceptual element (probability). This differentiation helped the research staff a great deal in the development of the research design.

---

[9] Individual Behavior and Group Achievement, op. cit.

Stogdill defines morale as freedom from restraint in action toward a goal, the goal direction of activity and freedom to pursue the goal being the crucial factors rather than the subjective feelings of the actor. The degree of morale is indicated by the control exercised over activity in comparison with what the group members consider to be a desirable amount of control, thus indicating that individual perception plays a part in morale.

Stogdill suggests that role conflict occurs when a subgroup member discovers that he has acquired a role that differs somewhat from his role as defined by the larger institutional group, or when he defines his role in terms of personal values and preconceptions that have little reference to the purposes or norm structure of the group. Role conflict also occurs when contradictory expectations are made upon a position incumbent. Role conflict tends to be created when (a) roles are not clearly defined, (b) various persons and subgroups entertain different and incompatible expectations relative to the same role, and (c) the role is perceived differently by the role incumbent and by others. Stogdill suggests that role conflict is an attribute of individuals -- their perception of discrepancies and their reaction to it -- not of the stimulus situation.

Biddle's Theory

The theory developed by Bruce J. Biddle tends to define a variety of concepts in an explicit manner within a well defined logico-deductive system. Definitions of some of his concepts that are pertinent to the present study are listed below:[10]

Subject -- a person who is presumed to hold role cognitions.

Object -- a person for whose overt characteristic a role cognition is presumed to be held.

First Order Cognition -- a cognition held by a person mapping an overt aspect of himself or of another.

Second Order Cognition -- a cognition held by a person mapping a cognition of another.

Role -- a set of related cognitions maintained for a person or position by himself or by another.

Expectation -- a cognition consisting of a belief (or subjective probability mapping) held by a person for an aspect of another.

Attributed Expectation -- a cognition consisting of a belief held by a person for the expectation of another.

Ausvalued Expectation -- a cognition consisting of a value held by a person for the expectation of another.

---

[10] Bruce J Biddle, The Present Status of Role Theory (Columbia, Missouri: Social Psychology Laboratory, The University of Missouri, August, 1961) pp. 5-27.

Uniformity -- two identically defined role elements are said to be uniform if they are similar.

Accuracy -- a second order cognition is judged to be accurate if it is similar to the first order cognition it purports to map.

Correspondence -- a second order and first order cognition are judged to correspond if they are held by the same subject and are similar.

Sanction -- a subject behavior is termed a sanction if its occurrence depends upon object behavior (in relationship with subject cognitions), and if the subject behavior may be presumed to hold gratification potential for the object.

Compatibility -- two cognitions are said to be compatible if and only if it is possible for both to be vertical (similar to the object characteristic it purports to map) and, if one or more of the cognitions are second order, accurate.

Cognitive Dissonance -- two incompatible cognitions are said to be dissonant if they are held by the same subject.

Role Conflict -- two or more cognitions are said to provide role conflict if they are incompatible and apply jointly to an object.

The major contributions Biddle's theory made to the present study were his identification and definition of "attributed expectation" and "ausvalued expectation," and his definitions of a variety of kinds of cognitive conflict concerning role that might occur. He also points out that role conflict as employed in role theory is concerned with conflict between and among cognitions, conflicts that may or may not be perceived by the subjects or objects concerned. This latter suggestion calls attention to the need to define "role conflict" in an explicit way.

"Role conflict" was defined in the present study -- based on the contributions of Guba, Stogdill, and Biddle --

as cognitive disparaties that exist between the cognitions of a given position incumbent, or between the cognitions of the incumbents of related positions, in an organization. This disparity in role cognitions is dependent upon a statistically significant difference in the cognitions. Cognitions are assumed to be "compatible" if there is no statistically significant difference between the cognitions or if the cognitions are directly statistically significantly correlated. Role conflict in this sense (differing from Stogdill to some extent) does not depend upon the perception of such cognitive disparities by the position incumbents concerned.

Schutz' Theory

The objectives of the research project included the need to study the relationship between the needs and personality of the subjects and their expectations and perceptions regarding the role of a particular school principal. The theory of Getzels and Guba pointed out the importance of obtaining information about need-dispositions and relating this to role expectations in order to understand individual and organizational behavior. The theories of both Getzels and Guba and Biddle clarify the dimensions of the role expectation (nomothetic) dimension of the Getzels-Guba theory, but provide little clarification of pertinent dimensions of the need-disposition (idiographic) dimension. In order to fill this gap the research staff examined several theories of personality and instruments purporting to measure selected personality characteristics. The FIRO (Fundamental Interpersonal Relations Orientation) theory and FIRO-B instrument of William C. Schutz[11] were selected as appropriate for accomplishing the objects of the study.

Schutz' theory identifies three basic interpersonal needs which people must satisfy to some degree while avoiding threat to himself:

1. Need for inclusion -- the need to maintain a satisfactory relation between self and other people with respect to interaction or belongingness. This need may range from (a) wanting to be with other people all of the time, to belong to organizations, and to interact and mingle, to (b) preferring to be alone, to stay out of groups, and to interact minimally in order to maintain privacy.

2. Need for control -- the need to maintain a satisfactory relation with others in regard to power and influence so the individual can control his situation to some degree in order that his environment can be predictable for him. This need may range from wanting to control everything and everyone to not wanting to control anything in any situation. It may range from wanting to be controlled to not wanting to be controlled.

3. Need for affection -- the need to maintain a satisfactory relation with others in regard to love and affection. It may range from wanting to be very close and have a personal relationship with others to wanting to be quite impersonal and distant with others. It may range from wanting others to make overatures to him in a way that indicates closeness to wanting others to maintain their distance and not attempt to be intimate.

---

[11] William C. Schutz, FIRO: A Three-Dimensional Theory of Interpersonal Behavior, (New York: Rinehart and Company, 1958); "Interpersonal Under-World," Harvard Business Review, XXXVI (July-August, 1958), 123-35; and "The FIRO Theory of Interpersonal Behavior" in Research in Educational Administration (Cooperative Research Project No.F-2) edited by Stephen P. Hencley (Columbus, Ohio: University Council for Educational Administration, January, 1962), pp. 135-52.

For each of these three dimensions there are two aspects: (a) the behavior the individual initiates toward others, his expressed (e) behavior; and (b) the behavior he prefers others to initiate toward him, his wanted (w) behavior. Thus, the theory is concerned with the relationships between six variables: (1) Expressed Inclusion, (2) Wanted Inclusion, (3) Expressed Control, (4) Wanted Control, (5) Expressed Affection, and (6) Wanted Affection

Not only does Schutz identify basic interpersonal needs and provide an instrument for measuring them, but his theory also indicates the dimensions of interpersonal compatibility between incumbents of similar or different positions. He identifies three measures of interpersonal compatibility: Reciprocal Compatibility (rK), Originator Compatibility (oK), and Interchange Compatibility (xK).

Reciprocal Compatibility is concerned with the problem of discovering if one person's individual needs are satisfied by another person or if the individual is not able to express his preferred behavior toward another person or group. Does person or group j express the behavior wanted by person or group i; that is, if i wants to be controlled (or included or liked), does j tend to control (or include or like) people? Does person or group j respond favorably to the type of behavior person or group j characteristically express; that is, if i tends to become close and personal with people (or include or control), does j want people to try to become close and personal with him (or include or control him)? Thus Reciprocal Compatibility is concerned with the relationship between the expressed behavior of i (e_i) and the wanted behavior of j (w_j) and the relationship between the expressed behavior of j (e_j) and the wanted behavior of i (w_i). The measure of Reciprocal Compatibility is expressed in the following formula, with the lower score reflecting greater compatibility (less conflict):

$$rK = \left| e_i - w_j \right| + \left| e_j - w_i \right|$$

Like the other two measures of compatibility, Reciprocal Compatibility may be determined in terms of each of the Inclusion, Control, and Affection dimensions.

Orginator Compatibility is concerned with the originate-receive relationship concerning Inclusion, Control, and Affection. In order for two persons, or for a person and a group, to operate effectively, their preferred behavior regarding originating and receiving should be complementary; that is, persons who typically initiate group activities should work with those who want to be included for complementarity to result. Similarly, persons who want to dominate and control others need to work with those who want to be controlled, and persons who want to give affection need to work with those who want to receive affection. Conflict arises when both parties want to originate or when both parties want to be receivers. Highest compatibility occurs when the scores of both parties are complementary. The computation of Originator Compatibility for persons or groups i and j is carried out according to the following formula, with absolute compatibility resulting in zero and a positive score indicating competitive incompatibility (greater conflict):

$$oK = (e_i - w_i) + (e_j - w_j)$$

Interchange Compatibility is concerned with the mutual expression of the "commodity" of a given need area (Inclusion, Control, Affection). High Affection interchange reflects a situation where all participants exchange a good deal of affectional behavior; low Control interchange reflects a situation where few if any control the behavior of others; and high Inclusion interchange would reflect a situation where there is a great deal of contact between persons. The smaller the value of Interchange Compatibility (xK), the greater the interchange compatibility. The formula for the Interchange Compatibility of persons or group i and j is:

$$xK = (e_i + w_i) - (e_j + w_j)$$

The Research Design

The research design of the study was based on those aspects of the theories previously discussed that were pertinent to the objectives of the study. The basic theory was the Nomothetic-Idiographic theory of Getzels and Guba with expansions and clarifications concerning role expectations (nomothetic dimension) provided by Stogdill and Biddle. The clarification of need-dispositions (idiographic dimension) was accomplished by the use of the FIRO theory of Schutz.

One of the major underlying research purposes of the study was to discover relationships between several role theories. Thus, the use of selected aspects of several theories was an intentional procedure aimed at accomplishing this research purpose. For example, the research staff was curious about the relationship between the Getzels-Guba nomothetic-idiographic theory and Schutz' FIRO theory of interpersonal needs. Another item of interest was the relationship between the Nomothetic and Idiographic dimensions of the Getzels-Guba theory and the Initiating Structure and Consideration dimensions of the theory developed during the Ohio Leadership Studies.[12] A third major concern with the relationship between theories was the extent to which Biddle's breakdown of first order and second order cognitions provided a manageable approach to the study of the two major dimensions of the Getzels-Guba theory.

Definitions of Dependent Variables

The definitions of terms and concepts regarding dependent variables that were used in developing the research design were obtained from these selected theories and reworded so as to apply operationally to the objectives of the present study. These major definitions are as follows:

Subject -- a superintendent, a principal, and teacher(s) who are presumed to hold first order role cognitions about the school principal.

---

[12] Carroll L. Shartle, Executive Performance and Leadership (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956); Andrew W. Halpin, "The Leader Behavior and Leadership Ideology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, XXV (1955), 18-32; and John K. Hemphill, "Leadership Behavior Associated with the Administrative Reputation of College Departments," Journal of Educational Psychology, XLVI (November, 1955).

Object -- the school principal for whose overt characteristics a first order role cognition is presumed to be held.

Sentient Object -- a superintendent and the teachers in his school for whose first order cognitions it is presumed the school principal holds a second order cognition.

Role -- a set of related cognitions maintained for a particular school principal by himself and by his superintendent and his teachers.

First Order Cognition -- a cognition held by a school principal mapping an overt aspect of himself; a cognition held by a superintendent mapping an overt aspect of a given school principal; and a cognition held by a teacher or a group of teachers mapping an overt aspect of their school principal. It may be an estimate of the level of desirability of a possible outcome or the estimated probability of an outcome.

Role Expectation -- a first order cognition held by a principal himself, a superintendent, or the teachers in his school concerning the estimated level of the appropriateness and desirability of a given behavior of a particular school principal (i.e., Principal: "I should;" Superintendent: "Principal X should;" or Teacher: "My Principal should"). The estimated level of the appropriateness and desirability of a given behavior is the extent to which the subject thinks the object should express such behavior.

Role Perception -- a first order cognition held by a principal himself, a superintendent, or the teachers in his school concerning the judgment of the extent to which a given behavior is actually exhibited by a particular school principal (i.e., Principal: "I do;" Superintendent: "Principal X does;" or Teacher: "My Principal does").

Second Order Cognition -- a cognition held by a school principal mapping a cognition of his superintendent or of his teachers (sentient objects). It may be the estimated level of desirability of another's first order cognition or the estimated level of probability that another holds a given first order cognition.

Attributed Role Expectation -- a second order cognition held by a school principal consisting of a perception regarding the nature of a given role expectation (first order cognition that is held by his superintendent and his teachers (sentient object) regarding a given aspect of his (the principal's) behavior (i.e., Principal: "My Superintendent expects me to," and Principal: "My Teachers expect me to").

Attributed Role Perception -- a second order cognition held by a school principal consisting of a perception regarding the nature of a given role perception (first order cognition) that is held by his superintendent and his teachers (sentient object) regarding the extent to which he (the principal) "My Superintendent perceives that I," and Principal: "My Teachers perceive that I".

Ausvalued Role Expectation -- a second order cognition held by a school principal consisting of an estimate of the appropriateness and desirability (an expectation) to which a given expectation regarding a given aspect of his behavior should be held by his superintendent and his teachers (i.e., Principal: "My Superintendent should expect me to," and Principal: "My Teachers should expect me to").

Role Conflict -- cognitive disparities that exist between cognitions of a given position incumbent, or between the cognitions of the incumbents of related positions, in an organization. This disparity in role cognitions is dependent upon a statistically significant difference in the cognitions. Cognitions are assumed to be compatible and not in conflict if there is correspondence between them.

Correspondence -- two first order cognitions, two second order cognitions, or a first order and a second order cognition are judged to correspond if they are held by the same subject or two different subjects and are similar (not statistically significantly different or are statistically significantly related).

Cognitive Consistency -- the degree to which a principal's expectations about his own role (first order role expectations) correspond to what expectations he thinks his superintendent and/or teachers should hold regarding his behavior (second order ausvalued expectations) reflect the degree to which the principal holds consistent expectations about his own role.

Accuracy of Attributed Expectation -- the role expectations a school principal attributes to another person or group (i.e., "My Superintendent expects me to" or "My Teachers expect me to") are judged as accurate if they correspond with the first order role expectations actually expressed by the designated person or group concerning the behavior of that principal (i.e., Superintendent: "Principal X should" or Teachers: "My Principal should").

Accuracy of Attributed Perception -- the role perceptions a school principal attributes to another person or group (i.e., "My Superintendent perceives that I" or "My Teachers perceive that I") are judged as accurate if they correspond with the first order role perceptions actually expressed by the designated person or goup concerning the behavior of that principal (i.e., Superintendent: "Principal X does" or Teachers: "My Principal does").

Legitimacy of Others' Role Expectations as Viewed by the School Principal -- the role expectations (first order cognitions) held by his superintendent or his teachers (sentient object) are judged to be viewed as legitimate by a school principal if there is correspondence between the role expectations the school principal attributes to his superintendent or his teachers and the ausvalued role expectations the principal holds regarding the expectations he thinks his superintendent and teachers should hold for his role (i.e., correspondence between "My Superintendent expects me to" and "My Superintendent should expect me to" and between "My Teachers expect me to" and "My Teachers should expect me to").

Legitimacy Fulfillment -- others' role expectations are judged to be actually legitimate if the first order role expectations held by a superintendent or a group of teachers regarding a given school principal correspond with the ausvalued role expectations the principal holds regarding the expectations he thinks his superintendent and teachers should hold for his role (i.e., correspondence between (a) Superintendent: "Principal X should" and Principal X: "My Superintendent should expect me to" or (b) Teachers: "My Principal should" and Principal: "My Teachers should expect me to").

Principal's Perception of His Adaptation -- the extent to which a principal perceives that his own behavior is adapted to the role expectations others hold for his role. The principal's behavior is judged to be adaptive if his perception of his own behavior corresponds with the role expectations he attributes to his superintendent or his teachers (i.e., correspondence between (a) "I do" and "My Superintendent expects me to" or between (b) "I do" and "My Teachers expect me to").

Sanction -- The degree to which the first order role expectations of a superintendent and/or teachers function as sanctions on the behavior of a school principal should be reflected in the relative correspondence between the role expectations of a superintendent and/or his teachers and the role perceptions of the school principal regarding his own behavior (i.e., correspondence between (a) Superintendent: "Principal X should" and Principal X: "I do" or between (b) Teachers: "My Principal should" and Principal: "I do"). If this correspondence is greater between the superintendent's role expectations and the principal's perception of his own behavior, the principal can be said to be more oriented toward the sanctions exercised by the superintendent ("superior-oriented"). On the other hand, if this correspondence is greater between the teachers' role expectations and the principal's perception of his own behavior, the principal can be said to be more oriented toward the sanctions exercised by his teachers ("subordinate-oriented").

Fulfillment of Role Expectations -- a principal is judged to fulfill the role expectations held for him by his superintendent and his teachers if there is correspondence between the superintendent's (teachers') role expectations and the superintendent's (teachers') perception of his behavior (i.e., Correspondence between Superintendent: "Principal X should" and Superintendent: "Principal X does" and correspondence between Teachers: "My Principal should" and Teachers: "My Principal does").

Morale -- a predisposition of school principals and of teachers to put forth extra effort in achieving school goals (E), because of their commitment to the goals (C), their sense of belongingness (B), the perceived rationality of their role expectations (R), and their freedom from restraint in actions directed toward these goals (F).

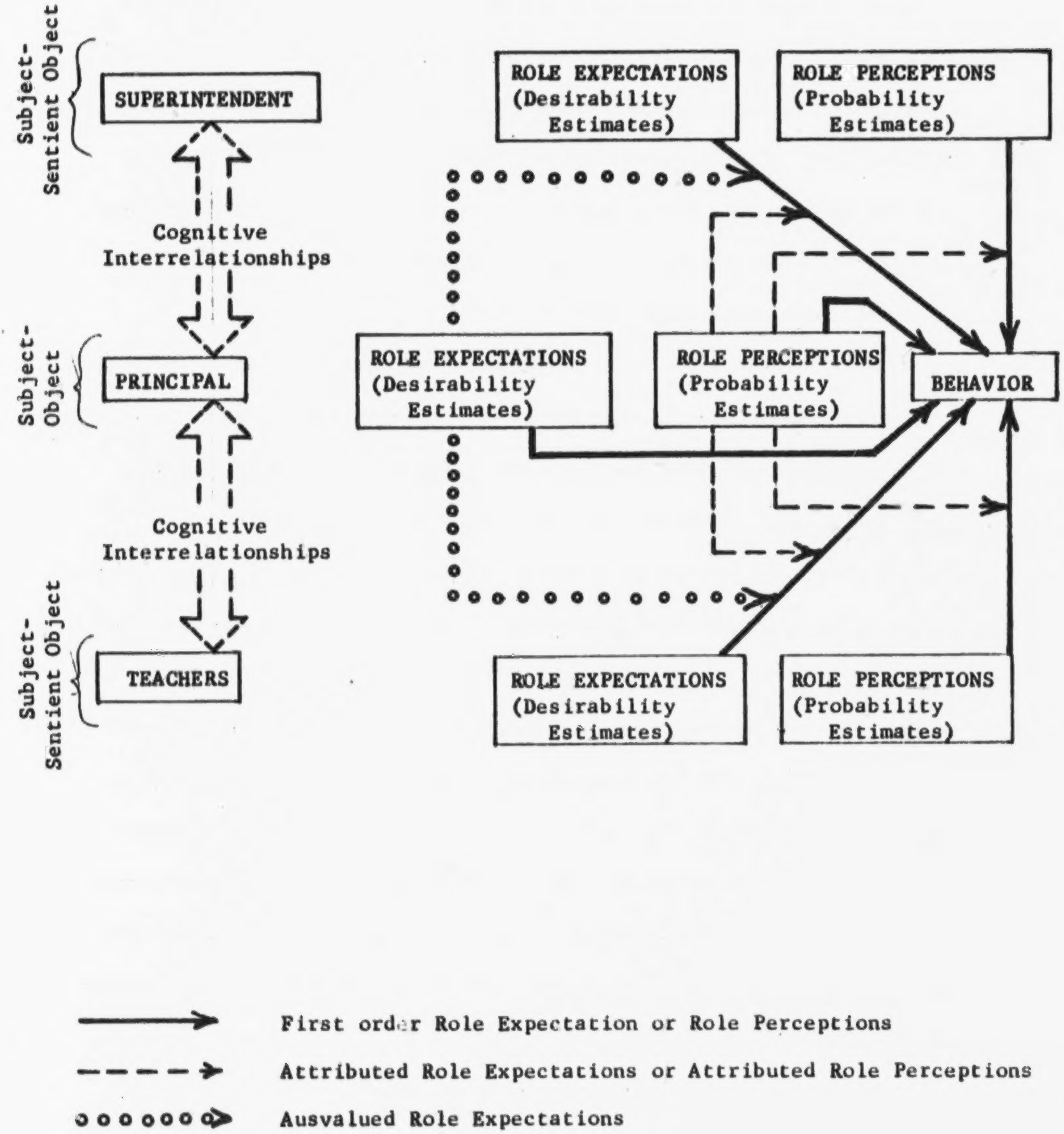
The design of the research concerning these dependent cognitive variables was related to the Getzels-Guba theory in that the dimensions of these variables were in terms of the nomothetic and idiographic dimensions of that theory. The content of the principal's job to which the nomothetic and idiographic dimensions were applied in selected research instruments (especially the Principal Role Behavior-Content instrument) were those identified in the Development of Criteria of Success project: (a) Curriculum and Instruction, (b) Personnel Development, (c) Community Relations, and (d) Maintaining Funds and Facilities. The major dependent cognitive variables of the research design may be diagrammed in the manner presented in Figure 3.

First order role cognitions (role expectations and role perceptions) regarding school principals were obtained through the use of three different instruments. The Principal Role Behavior-Content instrument, developed by the research staff, obtained information about the principal's second order cognitions as well as the first order cognitions of principals, superintendents, and teachers regarding the principal's role. The Semantic-Differential Style of Behavior instrument based on Osgood's evaluation, activity, and potency factors) and the Leadership Behavior Description Questionnaire (Consideration and Initiating Structure dimensions) obtained information about the first order cognitions (role expectations and role perceptions) of principals, superintendents, and teachers regarding the principal's role. Each of these instruments is described in detail in Chapter III.

Morale was also considered as a dependent variable in the research design since it was conceived as a function of the relationships between role expectations and goals, between role

FIGURE 3

RESEARCH DESIGN OF COGNITIVE DEPENDENT VARIABLES


Subject-Sentient Object
SUPERINTENDENT
Cognitive Interrelationships
Subject-Object
PRINCIPAL
Cognitive Interrelationships
Subject-Sentient Object
TEACHERS
ROLE EXPECTATIONS (Desirability Estimates)
ROLE PERCEPTIONS (Probability Estimates)
ROLE EXPECTATIONS (Desirability Estimates)
ROLE PERCEPTIONS (Probability Estimates)
BEHAVIOR
ROLE EXPECTATIONS (Desirability Estimates)
ROLE PERCEPTIONS (Probability Estimates)
First order Role Expectation or Role Perceptions
Attributed Role Expectations or Attributed Role Perceptions
Ausvalued Role Expectations

expectations and need-dispositions, and between need-dispositions and goals. The Conditions in Your School instrument, developed by the research staff and described in detail in Chapter III, was used to obtain information about the morale of principals and of teachers.

The general perception of each school principal of his school situation was obtained through the use of an interview with each principal. The interview, described in detail in Chapter III, was aimed at discovering the principal's perception of the way selected situational factors in his school and community influence his behavior and the operation of his school, plus his general role orientation to his work situation.

Independent Variables

The two major independent variables of the research design were also selected from those identified in the Getzels-Guba nomothetic-idiographic theory. These variables were concerned with the general social values and the need-dispositions of principals, superintendents, and teachers. Need-dispositions were obtained through the use of Schutz' FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior) instrument which obtains information about the three basic interpersonal needs of individuals according to his FIRO theory.[13] The general social values of subjects was obtained through the use of the Differential Values Inventory developed at the Midwest Administration Center, University of Chicago.

---

[13] William C. Schutz, et al, Procedures for Identifying Persons with Potential for Public School Administrative Positions, Cooper-Research Project No. 677 (Berkley, California: University of California, 1961).

A separate instrument was developed to examine the consistency with which subjects tended to prefer nomothetic, transactional (including both nomothetic and idiographic characteristics), and idiographic alternatives regarding general decisions related to selected school problems. The instrument was referred to as the _Decision Orientation Consistency Scale_.

The Development of Criteria of Success project framework regarding the tasks of school principals was employed as the content aspect of role expectations and perceptions. An instrument was developed to discover how important the subjects felt these four task areas were for a given school principal. The _Importance of Tasks_ instrument was used to obtain this information about the principal's tasks relative to (a) Curriculum and Instruction, (b) Personnel Development, (c) Community Relations, and (d) Maintaining Funds and Facilities.

In addition to these four major independent variables (need-dispositions, general social values, decision consistency, and importance of tasks) data were also obtained about each subject regarding factors such as age, sex, length of experience, and tenure in their present position.

Hypotheses

The theoretical framework of the study and previous research employing role theory were used as the bases for developing the hypotheses that would be examined in the course of the research. The hypotheses were made operational in terms of the major dependent and independent variables of the study as defined by the instruments that were used to obtain data about these variables.

The research examined a series of questions. The findings expected by the research staff, stated in the form of selected hypotheses that are related to these questions and about which data were obtained, may be stated briefly in the following manner:

Question 1: What role do school principals hold for themselves?

What are the role expectations that a given school principal holds for himself? Do all school principals hold similar expectations for their role? What individual factors are related to the nature of a principal's expectations concerning his own role? Do these role expectations tend to remain consistent over a specified period of time?

Hypothesis 1.1 -- School Principals will differ from one another in the expectations they hold for their role in terms of:

a. selected task areas regarding the principal's job (curriculum and instruction, personnel development, community relations, and maintaining funds and facilities)

b. selected dimensions of administrative behavior (nomothetic and idiographic dimensions; evaluative, activity, and potency factors; consideration and initiating structure dimensions)

c. personal need-dispositions (inclusion, control, and affection)

d. general social values (traditional and emergent)

e. consistency of decision preferences (nomothetic, transactional, and idiographic)

f. type of school (elementary and secondary)

g. size of school

h. age

i. general perception of his work situation (interview information)

Hypothesis 1.2 -- Unless there are radical changes in the immediate job situation, the role expectations school principals hold for themselves will not change significantly over a specified period of time.

Question 2: What expectations do school principals think others should hold regarding his role?

Hypothesis 2.1 -- School principals will differ from one another in the expectations they think their superintendents and teachers should hold regarding principal behavior in terms of:

a. selected task areas regarding the principal's job (curriculum and instruction, personnel development, community relations, and maintaining funds and facilities)

b. selected dimensions of administrative behavior (nomothetic and idiographic)

c. personal need-dispositions (inclusion, control, and affection)

d. general social values (traditional and emergent)

e. type of school (elementary and secondary)

f. size of school

g. age

Hypothesis 2.2 -- School principals will have different expectations concerning what they think their superintendent should expect of them and what they think teachers should expect of them.

Hypothesis 2.3 -- The expectations that a school principal thinks that his superintendent and his teachers should hold regarding his role will be related to the expectations the school principal holds for his own role (Cognitive Consistency).

Hypothesis 2.4 -- The expectations that a school principal thinkshis superintendent and his teachers should hold regarding his role will be related to the actual expectations held by his superintendent and teachers for his role (Legitimacy Fulfillment).

Hypothesis 2.5 -- Unless there are radical changes in the immediate job situation, the expectations that principals think their superintendent and teachers hold regarding his role will not change significantly over a specified period of time.

Question 3: What role is held for school principals by others?

What are the role expectations held by superintendents and teachers regarding the school principal?

Hypothesis 3.1 -- There will be a relationship between the expectations teachers hold for the role of their school principal and:

a. selected task areas regarding the principal's job (curriculum and instruction, personnel development, community relations, and maintaining funds and facilities)

b. selected dimensions of administrative behavior (nomothetic and idiographic dimensions; evaluative, activity, and potency factors; consideration and initiating structure dimensions)

c. type of school (elementary and secondary)

d. personal need-dispositions of teachers (inclusion, control, and affection)

e. general social values of teachers (traditional and emergent)

Hypothesis 3.2 -- There will be a relationship between the expectations superintendents hold for the role of a school principal and:

a. selected task areas regarding the principal's job (curriculum and instruction, personnel development, community relations, and maintaining funds and facilities)

b. selected dimensions of administrative behavior (nomothetic and idiographic dimensions; evaluative, activity, and potency factors; consideration and initiating structure dimensions)

c. type of school headed by the principal (elementary and secondary)

d. personal need-dispositions of superintendents (inclusion, control, and affection)

e. general social values of superintendents (traditional and emergent)

Hypothesis 3.3 -- There will be a difference between the role expectations a superintendent holds for a given principal and the role expectations that are held for the same principal by his teachers.

Hypothesis 3.4 -- There will be a relationship between the expectations held by a principal for his own role and the expectations held by his superintendent and his teachers for his role.

Hypothesis 3.5 -- Unless there are radical changes in the immediate job situation, the role expectations held by a superintendent and teachers for a given school principal will not change significantly over a specified period of time.

Question 4: How does the school principal perceive himself behaving, and how do superintendents and teachers perceive the behavior of school principals?

Hypothesis 4.1 -- There will be a relationship between the perceptions of a given principal's behavior and:

a. the position of the respondent (superintendent, principal and teachers)

b. the need-dispositions of the respondent (expressed and wanted inclusion, control, and affection of superintendent, principal, and teachers)

c. the general social values of the respondent (traditional and emergent values of superintendent, principal, and teachers)

Hypothesis 4.2 -- There will be a relationship between the perception of a school principal concerning his own role behavior and the expectations that his superintendent and his teachers have regarding his role (Sanction).

Question 5: How do school principals perceive the expectations and perceptions that superintendents and teachers hold regarding the role of the principal?

What does a school principal think his superintendent and teachers expect of him? How does a school principal think his superintendent and teachers perceive his actual behavior? How accurate are these perceptions by the principal of the expectations and perceptions that are actually held for him by his superintendent and teachers? Are these perceptions of others' expectations and perceptions related to the principal's own expectations and perceptions of his role?

Hypothesis 5.1 -- There will be a relationship between the expectations regarding his role that a principal attributes to others and:

a. the position of the person or group to whom the expectations are attributed (superintendent and teachers)

b. the need-dispositions of the principal (inclusion, control, and affection)

c. the perceptions a principal holds regarding his own role behavior (Perception of Adaptation)

d. the expectations actually held by his superintendent and teachers regarding the principal's role (Accuracy of Attributed Expectations)

e. the expectations that a school principal thinks his superintendent and his teachers should hold regarding his role (Legitimacy)

Hypothesis 5.2 -- There will be a relationship between the perceptions regarding his role that a principal attributes to others and:

a. the position of the person or group to whom the perceptions are attributed (superintendent and teachers)

b. the need-dispositions of the principal (inclusion, control, and affection)

c. the perceptions actually held by his superintendent and his teachers of his role behavior (Accuracy of of Attributed Perceptions)

Question 6: How do the expectations of the school principal's role compare with the perceptions of the school principal's behavior?

To what extent do school principals perceive themselves behaving as they think they should behave? To what extent are school principals perceived by others as acting in ways other than the way these others think they should behave? What is the relationship between morale and the correspondence between role expectations and role perceptions?

Hypothesis 6.1 -- There will be a relationship between the degree of correspondence between expectations and perceptions regarding the role of the school principal (Fulfillment of Role Expectations) and:

a. the position held by the subject (superintendent, principal, and teachers)

b. the need-dispositions of the subject (inclusion, control, and affection)

c. the level of morale of the subject (principal and teachers)

Hypothesis 6.2 -- There will be a relationship between the degree of correspondence between a principal's expectations and perceptions concerning his own role and:

a. the expectations regarding his role that he attributes to his superintendent

b. the expectations regarding his role that he attributes to his teachers

The above hypotheses are grouped in an intentional manner leading from role expectations (estimates of desirability in Questions 1, 2 and 3), through role perceptions (estimates of probability in Questions 4 and 5), to the relationship between role expectations and role perceptions (Question 6). Question 1 is concerned with the first order expectations of the school principal; Question 2 is concerned with the second order ausvalued expectations of the school principal; Question 3 is concerned with the first order expectations held by superintendents and teachers regarding a principal's role; Question 4 is concerned with the first order role perceptions of the principal's behavior by the principal, his superintendent, and his teachers; Question 5 is concerned with the principal's second order perceptions of the role expectations and perceptions held by his superintendent and teachers regarding his role; and Question 6 is concerned with the relationship between the first order role expectations and the first order role perceptions of the principal, superintendent, and teachers.

Data were collected from subjects on two different occasions. The first round of visits to participating schools obtained data on all independent and dependent variables of the research design. The second round of visits was aimed at obtaining information about the consistency of the responses of subjects regarding dependent variables.

CHAPTER III

INSTRUMENTS USED TO OBTAIN DATA

A variety of instruments were used to collect information from the subjects. Some of these instruments were developed by the research staff[1] and others were those developed by other persons and used in previous research. Two of these latter instruments were modified by the research staff. The source and nature of the major dimensions of these instruments have been mentioned briefly in the previous chapter on "Theory, Hypotheses, and Research Design." It is the purpose of this chapter to describe in more detail the dimensions of each instrument and the scoring of responses so that other persons may replicate selected portions of the present study. Copies of each instrument are presented in Appendix B. Statistics used to analyze scores will be reported in Chapter V.

The instruments may be classified in the following manner:

A. Dependent Variables

  1. Role expectations and role perceptions

    *a. Principal Role Behavior-Content instrument
    b. Leadership Behavior Description Questionnaire (LBDQ), modified
    *c. Semantic-Differential Style of Behavior instrument

  2. Principal and Teacher Morale

    *a. General Conditions in Your School instrument

  3. Principal's Perception of General Work Situation

    *a. Interview Schedule

---

[1] Indicated by an asterisk in the listing.

B. Independent Variables

1. General Social Values

   a. Differential Values Inventory (DVI), modified

2. Need-dispositions

   a. FIRO-B (Fundamental Interpersonal Relations Orientation) instrument

3. Consistency of General Decision Preferences

   *a. Decision Orientation Consistency (DOC) Scale

4. Importance of Principal's Tasks

   *a. Importance of Tasks instrument

5. Personal Characteristics

   *a. Background Information form

It is in this order that the instruments will be described in this chapter.

Instruments Related to Dependent Variables

Role Expectations and Role Perceptions

Principal Role Behavior-Content Instrument -- The role dimensions of the Principal Role Behavior-Content instrument were the Nomothetic and Idiographic dimensions suggested by the Getzels-Guba theory. The administrative task areas about which questions were asked through nomothetic and idiographic items were those used in the Development of Criteria of Success in School Administration (DCS) project, namely, Educational Program (referred to as Curriculum and Instruction in the present project), Developing Personnel, Community Relationships, and Maintaining Funds and Facilities. In addition, within each of these task areas, specific nomothetic and idiographic items were developed in terms of the following steps in the decision-making process: identifying a problem, making a decision, implementing a decision, and evaluating the outcomes of a decision. Thus, the instrument provided two replications within each task area in terms of each selected step in decision-making; and within each of the nomothetic and idiographic dimensions, four replications in terms of each task area and four replications in terms of each step in decision-making. The matrix used to develop items is presented in Figure 4.

A number of items were developed for each block in this matrix. The members of the research staff and Egon Guba, who acted as a visiting consultant to the staff, reacted to these items and evaluated them in terms of the definition and in terms of clarity of expression. As a result of this preliminary "face validity" test, two items for each block in the matrix were selected and put into a 64-item pilot instrument. The pilot instrument was administered to a group of elementary and secondary teachers and principals and to the superintendent of a school system in an adjoining state. The results of this pilot study were analyzed to determine those items that indicated the greatest number of the following characteristics:

a. Differentiated between elementary and secondary teachers and principals;

b. Differentiated between school principals and superintendent;

c. Differentiated between nomothetic and idiographic preferences;

d. Indicated correspondence among teachers or among principals regarding task areas;

FIGURE 4

MATRIX USED TO DEVELOP PRINCIPAL ROLE BEHAVIOR - CONTENT ITEMS

Steps in Decision-Making	NOMOTHETIC				IDIOGRAPHIC			
	Task Areas				Task Areas			
	Educational Program	Developing Personnel	Community Relationship	Maintaining Funds and Facilities	Educational Program	Developing Personnel	Community Relationships	Maintaining Funds and Facilities
Identifying a Problem	EP^n	PP^n	RP^n	FP^n	EP^i	PP^i	RP^i	FP^i
Making a Decision	ED^n	PD^n	RD^n	FD^n	ED^i	PD^i	RD	FD^i
Implementing a Decision	EI^n	PI^n	RI^n	FI^n	EI^i	PI^i	RI	FI^i
Evaluating the Outcomes of a Decision	EO^n	PO^n	CO^n	FO^n	EO^i	PO^i	RO^i	FO^i

c. Did not raise questions of meaning or appropriateness among those who participated in the pilot study.

The one item for each block in the matrix that best met these criteria was identified. In a few cases it was necessary to reword the item to meet the last criterion. The result of this procedure was the identification of thirty-two items, one item for each of the thirty-two blocks in the matrix. These thirty-two items comprised the Principal Role Behavior-C instrument that was used in the present study.

The items of the Principal Role Behavior-Content instrument were scored using the following key:

Task Area	Item Number	Role Dimension
Curriculum and Instruction	1	Nomothetic
	2	Idiographic
	3	Nomothetic
	4	Idiographic
	5	Nomothetic
	6	Idiographic
	7	Idiographic
	8	Nomothetic
Personnel Development	9	Idiographic
	10	Nomothetic
	11	Idiographic
	12	Nomothetic
	13	Idiographic
	14	Nomothetic
	15	Nomothetic
	16	Idiographic
Community Relationships	17	Nomothetic
	18	Idiographic
	19	Idiographic
	20	Nomothetic
	21	Nomothetic
	22	Idiographic
	23	Idiographic
	24	Nomothetic

Task Area	Item Number	Role Dimension
Maintaining Funds and Facilities	25	Idiographic
	26	Nomothetic
	27	Nomothetic
	28	Idiographic
	29	Idiographic
	30	Nomothetic
	31	Nomothetic
	32	Idiographic

In terms of the selected steps in the decision-making process, the first two items under each task area (Items 1,2, 9,10, 17, 18, 25, and 26) were concerned with identifying a problem; the second two items in each task area (3, 4, 11, 12, 19, 20, 27 and 28) were concerned with making a decision; the next two items in each task area with implementing a decision; and the last two items in each task area were concerned with evaluating the outcomes of a decision. This identical order of decision-making steps in each task area and the grouping of items by task areas was an attempt to exert some control on some intervening variables that might influence responses. What was not controlled was the influence of the order of task areas. It is possible that a random ordering of all items would have produced different findings, but statistical analyses suggest that such differences would probably not be statistically significant.

The thirty-two items were reproduced in the form of a single sheet, four-page folded "booklet" that contained only the thirty-two descriptions of behavior to which respondents were asked to react. Inserted into this booklet were the answer sheets on which respondents were to indicate their reaction to each item in terms of a six-point scale:

1	2	3	4	5	6
Usually	Often	Sometimes	Seldom	Rarely	Never

Teachers were given two separate answer sheets. On the first sheet they were to respond to each item in terms of "My Principal should..." and on the second answer sheet in terms of "My Principal does..." Superintendents were also given two answer sheets. On the first sheet they were asked to respond to the items in regard to the specific elementary principal and the specific secondary school principal of the schools selected for study, the name of the particular principal was printed in the blank space heading each column of responses: "Principal (*elementary*) should..." and "Principal (*secondary*) should..." On the second sheet, superintendents indicated their responses in regard to each specific principal in terms of "Principal (*elementary*) does..." and "Principal (*secondary*) does..."

Principals were given three answer sheets. On the first answer sheet they were asked to respond to each item in terms of "I should...," "My Superintendent Expects me to...," and "My Teachers Expect me to..." On the second answer sheet they were asked to respond to each item in terms of "I do...," "My Superintendent Perceives that I...," and "My Teachers Perceive that I..." On the third answer sheet school principals were asked to respond to each item in terms of "My Superintendent should expect me to..." and "My Teachers should expect me to..."

The grouping of these responses on the three answer sheets given to school principals was deliberate. Since principals were asked to respond to the same items in eight different ways, this grouping of responses on each answer sheet was an attempt to influence the relative context in which it was desired that principals respond: in terms of the principal-superintendent and principal-teacher interrelational context of his own specific situation. The grouping also implied that the principal was to indicate the discrepancies that he perceived between his own expectations for his role (role expectation) and the expectations he perceived his superintendent and his teachers held for his role (attributed role expectations) (Sheet 1), the discrepancies that the principal perceived between how he saw himself behaving (role perception) and how he perceived that his superintendent and his teachers perceived his behavior (attributed role perception) (Sheet 2), and between what he thought his superintendent should expect of him (ausvalued role expectation) and what he thought his teachers should expect of him (ausvalued role expectation) (Sheet 3).

On the second visit to schools to obtain information as to the consistency of responses, teachers were asked to respond again in terms of "My Principal should" (role expectations) and superintendents were asked to respond again in terms of "Principal X should" regarding the elementary principal(s) and secondary principal(s) in his school system included in the study. Both elementary and secondary principals were given only Sheet 1 on this second visit, which meant they responded a second time in terms of "I should" (role expectations) and "My Superintendent expects me to" and "My Teachers expect me to" (attributed expectations).

Leadership Behavior Description Questionnaire (LBDQ) -- This instrument, developed at Ohio State University in the Ohio Leadership Studies, was used to obtain information from subjects regarding their role expectations (ideal behavior) and role perceptions (real behavior) of a given school principal. Basically, this instrument was developed to measure two dimensions of leader behavior: (1) Initiating Structure, which refers to the leader's behavior in delineating the relationship between himself and members of the work group and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure; and (2) Consideration, which refers to behavior indicative of friendship, mutual trust, and warmth in the relationship between leader and the members of his staff. Thus, the Initiating Structure dimension of the LBDQ contains some of the characteristics of the institutional or Nomothetic dimension of the Getzels-Guba theory, while the Consideration dimension of the LBDQ is somewhat related to the individual or Idiographic dimension of the Getzels-Guba theory.

The LBDQ is composed of a series of short, descriptive statements of ways in which leaders may behave. Respondents indicate the frequency with which their leader should (Ideal) or does (Real) engage in each form of behavior by checking one of five adverbs: always, often, occasionally, seldom, never. The original instrument contains forty (40) items of which only thirty (30) were used in the present study since they were the ones most relevant to the Initiating Structure and Consideration dimensions. Each item was scored on a scale from 4 (always) to 0 (never) with the theoretical range of scores obtained from the 15 items for each dimension ranging from 0 to 60.

The following items, grouped by dimension, were those used in the present study:[2]

Initiating Structure

1. He makes his attitudes clear to the staff.
2. He tries out his new ideas with the staff.
3. He rules with an iron hand.
4. He criticized poor work.
5. He speaks in a manner not to be questioned.
6. He assigns staff members to particular tasks.
7. He works without a plan.*
8. He maintains definite standards of performance.
9. He emphasizes the meeting of deadlines.
10. He encourages the use of uniform procedures.
11. He makes sure that his part in the organization is understood by all members.
12. He asks that staff members follow standard rules and regulations.
13. He lets staff members know what is expected of them.
14. He sees to it that staff members are working up to capacity.
15. He sees to it that the work of staff members is coordinated.

Consideration

1. He does personal favors for staff members.
2. He does little things to make it pleasant to be a member of the staff.
3. He is easy to understand.
4. He finds time to listen to staff members.
5. He keeps to himself.*
6. He looks out for the personal welfare of individual staff members.
7. He refuses to explain his actions.*
8. He acts without consulting the staff.*
9. He is slow to accept new ideas.*
10. He treats all staff members as his equals.
11. He is willing to make changes.
12. He is friendly and approachable.
13. He makes staff members feel at ease when talking with them.
14. He puts suggestions made by the staff into operation.
15. He gets staff approval on important matters before going ahead.

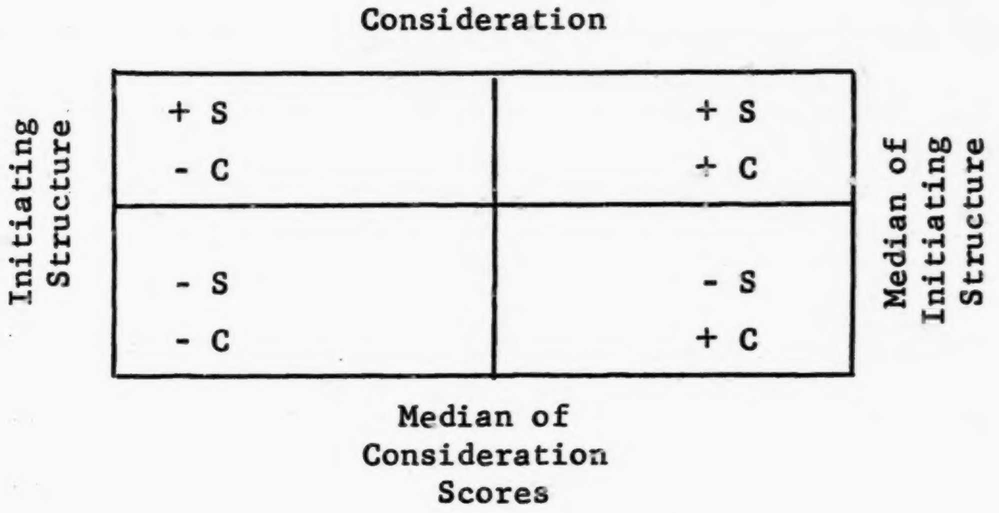
---

[2] Items marked with an asterisk are scored negatively.

Based upon these two dimensions the leader behavior of any principal may be characterized by one of the quadrants depicted in Figure 5.

Figure 5

INITIATING STRUCTURE AND CONSIDERATION AS CO-ORDINATE DIMENSIONS OF LEADER BEHAVIOR


Consideration
Initiating Structure
+ S
- C
+ S
+ C
- S
- C
- S
+ C
Median of Initiating Structure
Median of Consideration Scores

Thus, principals may show either:

1. High Initiating Structure (+S) and Low Consideration (-C)
2. High Initiating Structure (+S) and High Consideration (+C)
3. Low Initiating Structure (-S) and Low Consideration (-C)
4. Low Initiating Structure (-S) and High Consideration (+C)

The LBDQ was completed by principals, teachers, and superintendents in the participating schools to reveal each respondent's expectations (Ideal) and perceptions (Real) of a given school principal. In this manner twelve scores were derived regarding each principal:

EXPECTATION	DIMENSION
1. LBDQ-Ideal, Self	Initiating Structure
2. LBDQ-Ideal, Self	Consideration
3. LBDQ-Ideal, Teachers	Initiating Structure

4. LBDQ-Ideal, Teachers	Consideration
5. LBDQ-Ideal, Superintendent	Initiating Structure
6. LBDQ-Ideal, Superintendent	Consideration

PERCEPTION	DIMENSION
7. LBDQ-Real, Self	Initiating Structure
8. LBDQ-Real, Self	Consideration
9. LBDQ-Real, Teachers	Initiating Structure
10. LBDQ-Real, Teachers	Consideration
11. LBDQ-Real, Superintendent	Initiating Structure
12. LBDQ-Real, Superintendent	Consideration

On the second round of visits to each school to obtain data as to the consistency of responses, principals, teachers, and superintendents were asked to indicate only their expectations (Ideal) regarding a given school principal.

Semantic Differential Style of Behavior Instrument -- This instrument, based on the work of Osgood,[3] was used to obtain information concerning the role expectations and role perceptions of subjects regarding a given principal in terms of additional dimensions and through the use of a somewhat different technique. The instrument used consisted of a series of bi-polar adjectives separated by fourteen (14) intervals.[4] Each series of bi-polar adjectives were related to a stimulus "concept" stated at the top of the series of adjectives.[5] Subjects were asked to rate each stimulus "concept" by checking rapidly the most appropriate point on each of the scales listed under the stimulus "concept;" recording only first impressions.

---

[3] Charles E. Osgood, G. J. Suci, and P. H. Tannerbaum, The Measurement of Meaning (Urbana, Illinois: Illinois University Press, 1957).

[4] The number of intervals used with the Semantic Differential varies in accordance with the number of choices the investigator wishes to provide each respondent. The seven intervals used by Osgood have been criticized by some writers as not providing sufficient latitude. Despite suggestions to the contrary, Osgood has clung to a seven interval continuum for the pragmatic reason that it "fits" the IBM computers. Fourteen intervals were used in the present study to provide wide latitude in degree responses. Because of difficulties encountered in programming analysis on the IBM computer, the research staff wishes they had given more consideration to Osgood's warning.

Each bi-polar adjective is a "concept" in itself. Factor analysis has repeatedly revealed that significant bi-polar adjectives tend to identify three recurring factors: Evaluative, Activity, and Potency. The Evaluative factor predominates and is comprised of such adjectives as good....bad, pleasant....unpleasant, kind.... cruel. Sharing second place are the Activity factor, e.g., active.... passive, fast....slow and the Potency factor, e.g., hard....soft, hot....cold, strong....weak.

Twenty bi-polar adjective pairs were listed under each of the eight stimulus "concepts" of the developed Semantic Differential instrument used in the present study. Fifteen of these bi-polar adjective pairs were used for all eight stimuli "concepts," while five of the adjective pairs differed for each stimulus "concept" and was directly related to it.[6] However, because of the mass of data obtained and the difficulties encountered in programming these data for analysis on the IBM 650 computer (an example of the weaknesses of foresight and the pragmatism often associated with hindsight), only eight pairs of bi-polar adjectives were analyzed. It is the results obtained from these eight pairs of adjectives that will be included in this report. Further and more complete analyses of all of the information obtained from the Semantic Differential instrument will likely be carried out at a later date.

---

[5] Much of the material in this section is based on a paper written by John J. Rearden, a member of the research staff: "Semantic Differential: A Review."

[6] These items were developed with the assistance of Jack Friedman, who acted as a consultant while developing the Semantic Differential instrument with Paschal Twyman and Samuel Goldman of the research staff. Friedman also suggested the use of the 14 point scale and was instrumental in selecting the eight adjective pairs that were analyzed. The resulting 3-2-3 adjective pairs pattern for the three factors (Evaluative, Activity, and Potency) also created some additional difficulties in analysis and interpretation.

The eight bi-polar adjective pairs that were analyzed for reporting were:

Evaluative Factor

good_ _ _ _ _ _ _ _ _ _ _ _ _bad

pleasing_ _ _ _ _ _ _ _ _ _ _ _ _annoying

sincere_ _ _ _ _ _ _ _ _ _ _ _ _insincere

Activity Factor

active_ _ _ _ _ _ _ _ _ _ _ _ _passive

fast_ _ _ _ _ _ _ _ _ _ _ _ _slow

Potency Factor

dominant_ _ _ _ _ _ _ _ _ _ _ _ _submissive

strict_ _ _ _ _ _ _ _ _ _ _ _ _permissive

strong_ _ _ _ _ _ _ _ _ _ _ _ _weak

The eight stimuli "concepts" appeared at the top of each page of the instrument and was followed by the series of bi-polar adjectives. These eight stimuli "concepts" were related to the four task area dimensions used in the Development of Criteria of Success project (two stimuli "concepts" for each DCS task area).

Each stimulus "concept" was defined so that each respondent would be provided a similar frame of reference. Care was taken to avoid interjecting value-laden words into the definitions. The order of the eight stimuli "concepts" as presented in the instrument and their definitions were:

Curriculum and Instruction Task Area

> CURRICULUM refers to the courses and planned experiences which are provided for students under the guidance of the school.
>
> INSTRUCTION refers to the activities within the school which facilitate learning.

Maintaining Funds and Facilities Task Area

> MAINTAINING FACILITIES refers to the management of equipment, supplies, and materials necessary to the functioning of the school.
>
> MAINTAINING FUNDS refers to the management of money available for carrying on specific activities or attaining certain objectives necessary to the functioning of the school.

Personnel Development Task Area

> PERSONAL RELATIONS WITH TEACHERS refers to the feelings aroused through interrelationships by an understanding of the motives, aspirations, and drives of others.
>
> PROFESSIONAL GROWTH OF TEACHERS refers to an increase in subject-matter knowledge, teaching skill and efficiency, and insight into educational problems with a concomitant increase in success as a teacher.

Community Relationships Task Area

> PUBLIC RELATIONS refers to maintaining and improving the relations of the school with the people in the community it serves.
>
> COMMUNICATIONS WITH THE SCHOOL COMMUNITY refers to those actions which contribute to community awareness of the school program.

Each respondent was first asked to respond (by checking each series of bi-polar adjectives) to these eight stimuli "concepts" in terms of his perceptions of a given school principal, and then was asked to respond to a replication of the eight stimuli "concepts" in terms of how he believed a given school principal should ideally behave (role expectations). (On the second visit to participating schools to obtain information about the consistency of responses, subjects were asked to respond only in terms of perceptions.) Responses to the fourteen point scale of each set of bi-polar adjectives was scored by assigning each point a numerical value. The first point on the left of the page was assigned a numerical value of 1, the second point a value of 2, and so on in consecutively higher numbers to the right, the last point on the scale being assigned a value of 14.

Principal and Teacher Morale

General Conditions in Your School -- As stated previously, morale was defined in terms of degrees of: (1) willingness to put forth extra efforts (E); (2) commitment to the goals of the school (C); (3) belongingness (B); (4) a sense of the rational relationship between role expectations and the goals of the school (R); (5) freedom from restraint in goal-directed activity (F). In developing the morale instrument, five specific statements for each of these five dimensions were written and the members of the research staff served as judges to pick the two of the five statements which seemed, by definition, to represent the dimension best. Care was taken so that one item for each dimension be stated positively and one negatively so as to prevent respondents from giving a "global" response to all items without reading them. One statement for each dimension referred to the self and the other statement to the group. This procedure yielded ten of the twelve items contained in the instrument.

Two other items were included. Because Sweitzer[7] and Guba and Bidwell[8] had discovered in previous research that global statements using the word "morale" elicit about the same kind of response as the total score obtained from a more detailed set of operational items, two such general statements were included in the instrument. One item (No. 12) dealt with the respondent's own general level of morale, and the other item (No. 1) dealt with the respondent's perception of the general level of morale of teachers in the school.

A pilot study, employing all tentative study instruments, revealed that certain changes were needed in the morale items. Most of these changes involved the clarity and specificity of the wording of items. The pilot study also revealed the wisdom of maintaining the two different kinds of general or global items regarding morale. In the pilot elementary school the teachers felt their own morale was rather high as well as the morale of other teachers. In the pilot secondary school, however, the majority of teachers felt their own morale was rather high (item No. 12), but felt that the morale of other teachers in their school (item No. 1) was rather low. The total morale score in both schools was about the same. Obviously, the relationship between responses to items No. 1 and No. 12 revealed a difference in these schools that was not revealed by the total morale score alone.

---

[7] Robert E. Sweitzer, "The Fulfillment of Role Expectations and Teacher Morale," (Unpublished doctoral dissertation, University of Chicago, 1957), p. 100.

[8] Egon G. Guba and Charles Bidwell, Administrative Relationships (Chicago: Midwest Administration Center, 1957), p. 63.

For this reason, three scores were used to report the findings of the final form of the "General Conditions in Your School" (morale) instrument: (a) individual morale, (b) individual perception of group morale, and (c) total morale score. Respondents were asked to respond to each of the twelve items by circling one response on a five-point continuum ranging from "strongly agree" (scored 1) to "strongly disagree" (scored 5). The lower the score, the more favorable are the conditions (the higher is the level of morale) in the school.

The morale instrument was administered only to principals and teachers and not to superintendents since the referent was the subject's own level of morale and the groups level of morale in relation to specified conditions in a given school. The instrument was administered to subjects only on the first visit to participating schools; it was not readministered on the second visit.

Interview Schedule

According to the statement of hypotheses for the study, the purpose of the interview is "to discover the principal's perception of his school situation." Situation in this instance means conditions in the school and/or community of which the principal must be aware, especially those which may deter him from being a free agent. The interview, as it developed in relation to the other instruments, emerged as the means by which were discovered not only the principal's perception of the major situational factors that influence his behavior and the operation of the school, but also his general orientation to his work situation (i.e., to the role setting).

Early in the planning of the project the decision was made that because of the time required by the written instruments, the interviews with the principal would take place during the second visit to the school when certain of the instruments were being checked for consistency of responses. The interview schedule, therefore, was the final instrument to be developed. In addition to conferences among the research staff concerning the items which should be included, several school principals and superintendents in graduate classes in the Oklahoma State University College of Education, but not from the sample school districts, were consulted to check on the relevance and coverage of the items.

The areas finally decided upon in relation to the purpose of the interview were:

a. the school as perceived generally in comparison with other schools in the area;
b. students, parents, and teachers as perceived especially in relation to the work of the principal;
c. individuals and organizations in the community of which the principal must be aware and with whom he must work;
d. the general tasks of public education most important to the community (as perceived by the principal);
e. situational factors limiting the principal in achieving the program he desires;

f. relative influence of various state and regional accrediting and regulating organizations on the program;[9]
g. degree of freedom in administering the school (i.e., areas of responsibility);
h. degree of involvement in the hiring of teachers and handling of funds;
i. the situational change which the principal perceives as that which would help him most in carrying out his job more effectively; and
j. the factor in a work situation which the principal considers to be most important.

Because the usefulness of the interview was dependent upon securing the principal's description of the work situation, including his own context and referents, the questions on the schedule were open-ended in statement. The research staff, who served as interviewers, were instructed to follow the leads for sequence set by the responses of the principal, but to include all the items on the schedule. Answers to the respondents' queries for clarification and any probes were to be neutral. Recording was to be done as closely as possible to the words of the principal. The schedule used by the staff in the interviews is presented in Appendix B.

The categories which were set up for analysis are related to the essentially descriptive aims of the interview; i.e., to describe the principal's definition of his work situation and to describe certain important variations among the forty-six school situations. They serve to order and classify the evaluations, referents, contexts, and the situational facts to be found in the words of the principal.

The opening question, "How do you see your school in relation to other secondary (elementary) schools in the area?" presented several facts for analysis: The superior-equal-inferior dimension; the geographical extent of the "area" of reference used by the principal; and the types of characteristics on which comparison was based.

---

[9] For certain areas of school administration, the "community" setting includes the state and region.

The second, third, and sixth questions concerning the students in the school, their parents, and the teachers, respectively, are relatively parallel in construction and were analyzed in a comparable manner; i.e., by the referents of words used to describe the three groups, the context of these referents. and the positive-neutral-negative tone of the evaluative words. The classifications which seemed most fitted to the second part (b) of each of the above questions, "In what ways do the (students, parents, teachers) affect what you have to do as principal?," concerned the general orientation revealed in the responses. One is focused on the program-building aspect of the principal's role verses the social-relational aspect, and one on the scope of the orientation (i.e., Does it extend beyond the school to the community?).

Responses to question #4, directed toward discovering community "influentials" and power groups in school affairs, were recorded and whether these are specifically related to the school. Indications of pressure were noted, the purpose of the pressures, and also the method used by the principal in dealing with community groups.

The information elicited by the fifth question touched on three aspects of the school program: which tasks of education (academic preparation, personal-social development, or vocational preparation) are considered more important in the community; the situational limitations perceived by the principal in his program building; and the relative influence of various regulating organizations on the program. These were coded as presented and classified ex post facto for certain purposes of the analysis.

The seventh question was aimed at finding out how much real authority the principal has in the administration of the school. The query on involvement in the hiring of teachers was to pinpoint an important means of control. The responses were classified in terms of relative freedom and control.

The two parts of question #8 are different ways of approaching what might be called the "focus" of the principal's perception of his work situation. The first part asked for what he considers the most important situational fact in a hypothetical setting; the second part, for what situational change he needs most in the existing setting. The response to the first question helped to reveal organizing elements and preoccupations underlying the principal's definition of his situation. The second part was used to throw further light on the problems in his role setting along with the question concerning limitations to the educational program.

Independent Variables

The instruments used to obtain information relative to the independent variables of the study were administered only on the first round of visits to participating schools. Since all but one of these instruments had been used in previous investigations, the consistency of responses was not as crucial a concern as it was for instruments developed by the research staff for studying dependent variables.

General Social Values

Differential Values Inventory (Modified) -- The present research was concerned with discovering the general social values held by principals, superintendents, and teachers and with examining the relationship between these values and the need-dispositions and role expectations and perceptions of each subject. After examining a variety of instruments that attempt to assess values, and after attempting to devise other instruments, the research staff decided to use the Differential Values Inventory developed by Richard Prince[10] and to modify it for purposes of the present study.

Prince's instrument is based on the work of George D. Spindler[11] and Jacob W. Getzels.[12] It is an attempt to discover if the respondent tends to cherish traditional values more than emergent values. Students of human behavior are pointing to the probability that the values once held by an individual in American society may be disappearing and a new and different set of values may be moving in to replace them. Riesman,[13] for example, has called attention to the change from inner-directed values of the past to the other-directed values of the present. Spindler has suggested that we are changing from traditional values, characteristic of the past, to emergent values which are becoming more and more prevalent today.

---

[10] Richard Prince, "A Study of the Relationship Between Values and Administrative Effectiveness in the School Situation," Unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1957.

[11] George D. Spindler, "Education in a Transforming American Culture," Harvard Educational Review, XXV (Summer, 1955), 145-56.

[12] J. W. Getzels, "Changing Values Challenge the Schools," School Review, LXV (Spring, 1957), 97-102.

The Differential Values Inventory presents a respondent with a series of items in each of which he is given a choice between two alternatives A and B, one expressing a traditional value preference and the other an emergent value preference. He is asked to indicate which of the two alternatives he thinks he "ought to" do or believe. The alternatives are based on the following eight categories (four "traditional" and four "emergent"):

Traditional Values

a. Individualism - developing the self is of extreme importance. Self-determination, self-activity and self-perfection are measures of personal worth.

b. Puritan Morality - respectability, thrift, self-denial, hard work and personal virtue are important. There is an absolute difference between right and wrong.

c. Work Success Ethic - achievement of goals is most important. Anyone can get to the top if he tries hard enough, and everyone has the obligation to try hard enough.

d. Future-Time-Orientation - the future is more important than the past or the present. Satisfaction of immediate needs is denied for greater satisfaction to come. "A penny saved is a penny earned" is the slogan.

---

[13] David Riesman, The Lonely Crowd (New Haven, Connecticut: Yale University Press, 1950).

Emergent Values

a. Conformity - not the self but compliance and conformity to the group is very important. One must adjust to the group and not do anything without group consensus.

b. Moral Relativism - no commitment to a particular set of values. There is no absolute difference between right and wrong; everything is relative.

c. Sociability - importance is placed on being sociable and avoid friction in interpersonal relations. Do only things that won't offend or hurt anyone. The way to get to the top is to be liked by others.

d. Present-Time Orientation - concern is for now and let the future take care of itself. The slogan here appropriately might be "No down payment necessary."

Prince's instrument was modified in two ways by the research staff. The first modification was a reduction of the original 64 forced-choice, acceptance-rejection items to 32 items. Instead of four replications in which each of the eight categories was paired with each of the other categories, only two replications were included. Selection of items (pairings) was based on the results of a previous survey in Oklahoma conducted by the members of the research staff and sponsored by the Oklahoma Council on Educational Administration,[14] and the results of a pilot study. Pilot study findings indicated a highly significant correlation between the responses to the 32-item instrument and the 64-item instrument, and a high correlation between the Rejection Score and Rokeach's Opinionation Scale.[15]

---

[14] Samuel Goldman and Larry Hayes, "Our Changing Values," The Oklahoma Teacher, XLIII (December, 1961), 22, 38-39.

[15] Milton Rokeach, The Open and Closed Mind: Investigations into the Nature of Belief Systems and Personality Systems (New York: Basic Books, 1961).

The second modification was changing the manner of the response. Instead of selecting one of the two alternatives in each item, the respondent indicated his reaction to each of the two alternatives in terms of a six point acceptance-rejection scale (Strongly Accept = +3 to Strongly Reject = -3). The only restriction was that he could not assign the same scale score to both alternatives. Thus the difference in scores could range from one (+3 and +2, -3 and -2, +1 and -1, etc.) to five (+3 and -3). This second modification was modeled after the scale developed and used by M. Rokeach.[16]

Example:

"I ought to_ _ _ _"

	Strongly Accept	Accept	Conditionally Accept	Conditionally Reject	Reject	Strongly Reject
5. A. Rely on the advice of others in making decisions.	☐	☐	☐	A	☐	☐
B. Be independent of others in making decisions.	☐	B	☐	☐	☐	☐

Traditional Response: B alternative (Traditional) preferred over A alternative (Emergent).

Rejection Score = 2: B differentiated from A response by two points on the scale.

Thus, the Modified Differential Values Inventory yielded two scores. The first score indicates the number of times the

---

[16] *Ibid.*

Traditional Values alternative is accepted more by the respondent than the Emergent Values alternative. (The higher this score, the more Traditional are the values of the respondent.) The second score indicates the degree of difference between the scores assigned to each pair of alternative. This latter score is called the Rejection score and is representative, in Rokeach's terms, of the extent to which the respondent is "closed-minded" (as opposed to open-minded) or tends to view the alternative choices in absolute or "either-or" terms as opposed to relative or "both-and" terms. It is assumed that the higher this Rejection Score, the more "closed-minded" the respondent tends to be.

Need-Dispositions

Fundamental Interpersonal Relations Orientation - Behavior (FIRO-B) -- The dimensions of this instrument and the reasons it was used in the present study have been explained in Chapter II. The instrument produces six basic scores and three measures of compatibility on each of the three major dimensions of the instrument:

Dimension	Scores
Inclusion	Expressed (basic)
	Wanted (basic)
	Reciprocal Compatibility (rK)
	Originator Compatibility (oK)
	Interchange Compatibility (xK)
Control	Expressed (basic)
	Wanted (basic)
	Reciprocal Compatibility (rK)
	Originator Compatibility (oK)
	Interchange Compatibility (xK)

Affection	Expressed (basic) Wanted (basic) Reciprocal Compatibility (rK) Originator Compatibility (oK) Interchange Compatibility (xK)

The instrument is composed of 54 Guttman-scaled items (9 expressed and 9 wanted items for each of the three major dimensions). Respondents are asked to indicate their reaction to each item by selecting the best of six alternative responses. Two classes of responses are presented:

1	2	3	4	5	6
usually	often	sometimes	occasionally	rarely	never

1	2	3	4	5	6
most people	many people	some people	a few people	one or two people	nobody

The compatibility "dyads" used to obtain Compatibility scores were superintendent-principal (person-person dyad) and principal-teachers (person-group dyad). The score for a teacher group was the median expressed and/or wanted score of the teachers in a given school on each of the major dimensions; this group median score was related to the appropriate score of the school principal.

In addition, to the Compatibility scores suggested by Schutz, a Total Reciprocal Compatibility Score, a Total Originator Compatibility Score, and a Total Interchange Compatibility Score was obtained for each school principal. Each Total Compatibility Score was the sum of both the superintendent-principal and principal-teacher compatibility scores. Another summarization of compatibility was made in terms of a Total Dimension Compatibility Score for each dyad (superintendent-principal and principal-teacher).

This Total Dimension Compatibility Score for each school principal was obtained by adding the Reciprocal, Originator, and Interchange Compatibility Scores for each person-person and person-group dyad for each major dimension (Inclusion, Control, and Affection). William Schutz might object to this addition of compatibility measures, but the purpose was to obtain some general indication of the similarity or complimentarity of the need-dispositions of a principal and his superintendent and of a principal and his teachers. This crude index would provide some basis for describing each principalship situation and in comparing principalship situations in terms of compatibility of need-dispositions (interpersonal relations needs).

Consistency of General Decision Preferences

Decision Orientation Consistency (DOC) Scale -- The purpose behind the development of the DOC Scale was to try to develop an independent measure of a subject's "habitual cognitive patterns" in terms of discovering the degree of consistency in the rationality exhibited in approaching questions related to making decision, especially those related to his work situation and his relationship between himself and his superior and/or subordinates. This measure could then be compared with his responses to other instruments that elicited information about his role expectations and perceptions.

The first attempt to develop such an instrument was to adopt items in a variety of standardized instruments that were concerned with assessing logical reasoning (primarily deductive), ability to recognize assumptions underlying an argument, and evaluation of the strength of an argument. It was soon recognized that although such an instrument might produce an independent measure of rationality, it would be difficult to determine if this was related in a substantive sense to the responses to nomothetic and idiographic items in the Principal Role Behavior-Content instrument. It was then decided to develop an instrument, made up of nomothetic, transactional, and idiographic alternatives, that asked the respondent in which of these terms certain kinds of decisions should be made. Such an instrument could be scored in terms of the three dimensions and this score could be compared with the Nomothetic and Idiographic scores on the Principal Role Behavior-C instrument. In addition, it would also be possible to obtain a "consistency of choice" score that would provide some in-sight into the extent to which the same frame of reference (in terms of the nomothetic, transactional, and idiographic dimensions) was favored by the respondent in arriving at a variety of decisions. (This decision also resulted in a subsequent decision to make comparisons between expectations and perceptions on the Principal Role Behavior-Content instrument in terms of item-to-item comparisons, rather than only on the basis of comparing total nomothetic and idiographic scores.)

The DOC Scale is made up of seven items, each item presenting the respondent with from two to eight alternatives. The alternatives were based on five dimensions, ranging from Nomothetic to Idiographic: (1) Nomothetic, (2) Nomothetic-Transactional, (3) Transactional, (4) Idiographic-Transactional, and (5) Idiographic.

Alternative responses were classified according to this "five-point" scale on the basis of a classification requested from Egon G. Guba, co-developer of the Nomothetic-Idiographic theory.

The plan of the instrument is to present to the respondent an increasing number of alternatives from which he is to select the one or two with which he most agrees and the one or two with which he least agrees. The alternatives listed involve choices between/among all combinations of the five dimensions used to develop alternatives. In the first four items, with the alternatives ranging in number from two to five, the respondent was asked to indicate the one alternative with which he most agreed and the one alternative with which he least agreed. In the last three items, with the alternatives ranging from six to eight, the respondent was asked to indicate the two alternatives with which he most agreed and the two alternatives with which he least agreed. The pattern of choices, therefore, was as follows:

Item	Alternatives
1	a. Nomothetic
	b. Idiographic
2	a. Nomothetic
	b. Idiographic-Transactional
	c. Idiographic
3	a. Nomothetic
	b. Nomothetic
	c. Nomothetic-Transactional
	d. Idiographic
4	a. Nomothetic
	b. Nomothetic
	c. Idiographic-Transactional
	d. Nomothetic-Transactional
	e. Idiographic

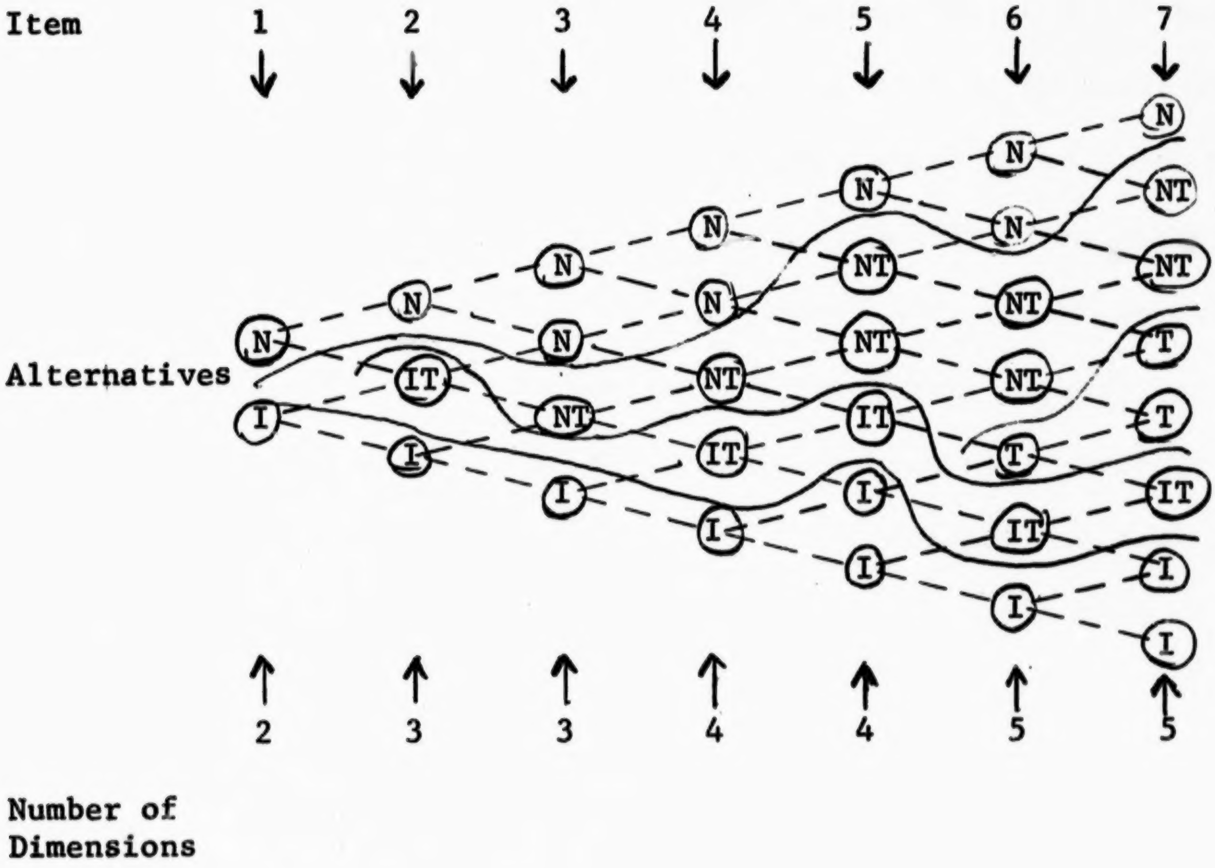
5	a.	Nomothetic
	b.	Nomothetic-Transactional
	c.	Nomothetic-Transactional
	d.	Idiographic-Transactional
	e.	Idiographic
	f.	Idiographic
6	a.	Nomothetic
	b.	Nomothetic
	c.	Nomothetic-Transactional
	d.	Transactional
	e.	Idiographic-Transactional
	f.	Nomothetic-Transactional
	g.	Idiographic
7	a.	Nomothetic-Transactional
	b.	Nomothetic
	c.	Nomothetic-Transactional
	d.	Transactional
	e.	Transactional
	f.	Idiographic-Transactional
	g.	Idiographic
	h.	Idiographic

The resulting pattern of programmed choices is illustrated in Figure 6. The dotted lines indicate the pattern of increased number of alternatives and the solid lines indicate the divisions between the dimensions in terms of the actual alternatives presented the subjects for each item.

The scoring of responses in terms of the five dimensions was accomplished by indicating the number of preferred choices (+) and the number of "least" choices (0) for each of the five dimensions. The Composite Nomothetic Score (the reported score) was the total of the preferred choices (+) for Nomothetic and Nomothetic-Transactional alternatives, while the Composite Idiographic Score (the reported score) was the total of the preferred choices (+) for Idiographic and Idiographic-Transactional alternatives. Thus, the highest possible Composite Nomothetic Score or

FIGURE 6

SCHEMATIC DIAGRAM OF DOC SCALE ALTERNATIVES


Item
1
2
3
4
5
6
7
Alternatives
N
I
N
IT
I
N
N
NT
I
N
N
NT
IT
I
N
NT
NT
IT
I
I
N
N
NT
NT
T
IT
I
N
NT
NT
T
T
IT
I
I
2
3
3
4
4
5
5
Number of
Dimensions

Composite Idiographic Score was 10 (one choice each for the first four items plus two choices each for the last three items). Transactional scores (a total possibility of 3) were not included in the report of total composite dimension scores.

Example:

Score	Dimension				
	1	2	3	4	5
+	11	1	1	1111	11
0	111	1		11	1111

Composite Nomothetic Score = 3 Composite Idiographic Score = 6

To obtain the Consistency Score of each subject a different but related procedure was used. The difference between the most agree (+) and least agree (0) scores on each of the five dimensions was obtained. The sum of these differences became the Consistency Score. It should be noted that the number of most agree (+) and least agree (0) scores for the Transactional dimension were included in this tabulation of the Consistency Score. Thus, the Consistency Score indicated the number of times the subject "crossed over" the solid lines indicated in Figure 6, this "crossing over" resulting in a "cancelling out" result between the most agree (+) and least agree (0) responses. The higher the Consistency Score, the more consistent was the subject in his general decision preferences.

Example:

Score	Dimension				
	1	2	3	4	5
+	11	1	1	1111	11
0	111	1		11	1111

C = 1 + 0 + 1 + 2 + 2 = 6

Consistency Score = 6

Since the major purpose of the DOC Scale was to discover the consistency of each subject's general decision preferences, only the Consistency Score was used in the major analyses of data. The Composite Nomothetic and Idiographic scores are not included in this report. Their analysis and their relationship with the responses to the Principal Role Behavior-Content instrument will be made as part of a subsequent analysis.

Importance of Principal's Tasks

Importance of Tasks Instrument -- One of the questions with which the present study was concerned was the relative importance placed upon the school principal's behavior in regard to certain administrative tasks. In developing an instrument to obtain data regarding this question, the framework developed in the Development of Criteria of Success in School Administration (DCS) project was used. This framework conceives of the administrative task as being divided into four major parts:

1. Educational Program - improving educational opportunity
2. Personnel - obtaining and developing personnel
3. Community Relations - maintaining effective interrelationships with the community
4. Funds and Facilities - providing and maintaining funds and facilities.

For each of these four task areas, four items were developed based on four steps or aspects of decision-making: (a) the identification and study of a problem, (b) the selection of a way of dealing with the problem, (c) the implementation of this decision, and (d) the evaluation of the outcomes of this decision. This framework resulted in an "Importance of Tasks" instrument composed of sixteen items. Respondents -- superintendents, principals, and teachers -- were asked to indicate how important each item was in the job of their (a specific referent) principal on a four point scale:

SA Strongly Agree (This task is very important)(Scored 1)
A Agree (This task is fairly important) (Scored 2)
D Disagree (This task is of little importance)(Scored 3)
SD Strongly Disagree (This task is not at all important) (Scored 4)

Some examples of the items included in the "Importance of Tasks" instrument were:

2. Decide if a particular instructional method should be used.
4. Evaluate periodically the effectiveness of the curriculum and classroom teaching.
5. Identify what needs to be done to help teachers grow professionally.

10. Decide what the relationship of parents to school policies and procedures should be.
13. See if changes are needed in the allocation of funds for instructional materials and equipment.

Personal Characteristics

Background Information Forms -- The general personal characteristics of superintendents, principals, and teachers were obtained through a short questionnaire form. Some of this information was used only to see if the respondent met the sample criteria set up regarding size of school, number of years the principal had been in his present position, and if the principal was the head of only one school. Other information -- such as age, sex, tenure in school system and school, highest academic degree -- was used to classify persons by position and to classify schools and school systems.

Each subject was requested to indicate his name, although this information was kept confidential. The need for the name was dictated by the requirement to match the responses obtained on the first and second visits to each school system.

CHAPTER IV

THE PARTICIPANTS IN THE STUDY

The major task of the research project was to obtain information concerning the role expectations and perceptions of school principals held by superintendents, principals, and teachers. Although the sample was to be drawn from Oklahoma, no commitment was made in the research contract that the sample be representative of all school districts in Oklahoma. However, any study of role expectations and perceptions of school principals does call for representation of various sizes of school districts, sizes and types of communities, and persons in both elementary and secondary schools. Such representativeness is necessary if study findings are to have implications for schools and school districts in other states as well as in Oklahoma.

The purpose of this chapter is to describe how the sample was selected, how the data were obtained from subjects, and to describe some of the general characteristics of the sample as revealed by study information.

Sample Identification and Selection

The nature of the study imposed several requirements on the selection of the sample. The primary unit of concern and analysis, the principalship -- in terms of role expectations and perceptions regarding a school principal as held by his superintendent, the principal himself, and his teachers, and the relationships between these cognitions -- made the school district the most suitable sampling unit. The school districts, in turn, had to be those in which each of the usual types of principal (elementary, junior high, and senior high) were represented by a person who had had at least one year's service in his present position (to assure sufficient familiarity by the principal with the situation, and to assure sufficient opportunity for the superintendent and the teachers to be familiar with his behavior) and who served in one school building only (to place some control on the degree of interaction between principal and teachers and to control the specificity of his role).

The major criteria for school districts were:

1. Have at least
    a. One superintendent
    b. One secondary school principal
    c. One elementary school principal
    d. Twelve teachers (one teacher for each grade, since all school districts in Oklahoma are Grades 1-12 districts)
2. Have principals and a superintendent who were in the district in their present position the preceding year
3. Have principals that serve in only one building.

Since socio-economic factors vary from community to community and may influence the nature of the principalship (in terms of role expectations and perceptions), criteria were also established regarding school district communities. The establishment of community criteria also would increase the representativeness of the sample in terms of Oklahoma school districts and school districts in other states. It was decided that communities should be classified according to size and type (e.g., rural, urban; economic base).

Community size was determined on the basis of population. Four types of communities, somewhat related to size, were used: urban, town or small city, rural, and suburban (not related to size but classified by adjacency to a large urban center). Communities were classified economically in the same way used to classify economic areas of Oklahoma in a preceding survey of school administration in Oklahoma:[1] manufacturing and industry, business and commercial agriculture, industry and commercial agriculture, commercial agriculture, mining and industry, diversified farming, manufacturing and commercial agriculture, mining and diversified farming, and diversified farming and manufacturing.

A third general criterion was also established. Problems of time and cost in fieldwork suggested that, if the primary criteria for selection of school districts (supra) could be met, and if the communities in which these school districts were located provided some diversity in terms of size and type, the district communities should be located within an 85 mile radius from Stillwater, the location of the research project staff. This arbitrary boundary appeared justifiable because the area of the state within 85 miles of Stillwater contains 75 per cent of the state population, the two metropolitan areas, and a reasonable variation in economic characteristics without the extremes of variation found between the Oklahoma Panhandle and the southeastern section of the State.

---

[1] Robert E. Sweitzer and Larry K. Hayes, Educational Administration in Oklahoma: Status and Problems, op. cit. Sources used include: James Avery Adams, "A Proposal for the Creation of Desirable Intermediate Units of Educational Administration for Oklahoma," (unpublished doctoral dissertation, Oklahoma State University, 1960); and John W. Morris, Oklahoma Geography (Oklahoma City, Oklahoma: Harlow Publishing Corporation, 1954).

Procedure

The Oklahoma Educational Directory was used as a source for information as to district organization, especially the presence of at least one high school, one junior high, and one elementary principal, number of teachers, and building responsibility of principals. A comparison of the 1960-61 and 1961-62 editions of the Directory furnished information concerning the one-year's service-in-present-position requirement for principals and superintendents.

An examination of the relative sizes of districts in Oklahome (by number of teachers employed) indicated four reasonable size classes of school districts.

1. 500 teachers and over
2. 200-499 teachers
3. 50-199 teachers
4. Under 50 teachers

Population counts from the 1960 census for those Oklahoma communities containing school districts were next examined; and four rather distinct size classes of school district communities emerged:

A. 50,000 and over
B. 20,000 - 49,999
C. 5,000 - 19,999
D. Under - 5,000

The communities were then further classified as truly urban, (50,000 and over), town or small city (5,000 to 49,999), rural (under 5,000) and suburban, not by size but by adjacency to a large urban center.

As a check on the criteria for districts and communities, the data obtained by the research staff in a survey of Oklahoma school administrators, teachers, and citizens, sponsored by the Oklahoma Commission on Educational Administration, were examined. This analysis revealed that the sample districts selected by the above criteria would represent the variety of districts included in the original sample of the O.C.E.A. survey.

Twenty-three school districts which are located within an 85 mile radius of Stillwater met the criteria. Two of these districts (one a suburban district and the other a rural district) did not wish to participate in the study. In the two urban districts, Oklahoma City and Tulsa, it was discovered that school principals report directly to the head of elementary or of secondary education rather than to the superintendent. For this reason, in these two districts, the head of elementary education was asked about his role expectations and perceptions of the selected elementary principals in the district and the head of secondary education was asked about his role expectations and perceptions of the selected secondary principals. Thus, "superintendent" should be interpreted in this study as the person to whom the principal is directly responsible.

The research staff selected, randomly, the secondary school and the elementary school in each district that was to participate in the study. In the two urban school districts two secondary and two elementary schools were randomly selected. The nature of the twenty-one school districts (23 "superintendent-principal" units) that participated in the study are described in Table 1 in terms of size of district in terms of number of teachers employed, population of community, and type of community.

Procedures for Collecting Data

After the sample school districts and schools were selected, it was felt desirable to invite the superintendent and the selected elementary and secondary principal to the campus for a meeting to explain and discuss the project and to elicit their cooperation. This method was felt to be more effective and more economical in time and money than individual visits to each school. A Saturday was selected as most appropriate since the administrators would be free of their normal school commitments. Two Saturday meeting dates were set (December 9 and 16, 1961) and the administrators were asked to attend one of these meetings as it best suited them.

The project director personally telephoned the superintendent of each of the selected districts to briefly describe the project and invite him to the meeting. Each superintendent was

TABLE 1

SAMPLE SCHOOL DISTRICTS

Size of District:	Population Size and Type of Community			
	Urban:	Town:		Rural
Number of Teachers Employed in the School District	50,000 & over	20,000 to 49,999	5,000 to 19,999	Under 5,000
500 and over	Oklahoma City Elementary Secondary Tulsa Elementary Secondary	Midwest City (S)		
200 - 499		Bartlesville Enid Norman(S) Ponca City		
50 - 199		Shawnee Stillwater	Blackwell Broken Arrow (S) Edmond(S) El Reno Guthrie Pawhuska Sapulpa	
Under 50				Crescent Jones (S) McLoud Stroud Wetumka

Note: Suburban communities indicated by (S) encouraged to bring with him the two (or four, in the case of Oklahoma City and Tulsa) selected school principals. A letter was sent out confirming the meeting date.[2] Of the total 21 districts indicating an interest to participate, 12 sent representatives to the first meeting and 6 sent representatives to the second meeting. Three districts expressed an interest, but could not send representatives to either meeting. Members of the research staff visited the superintendents in these latter districts to explain the project. In all three cases the administrators agreed to participate.

Both were conducted in a similar manner. At each meeting the nature of the study was described and questions of concern to administrators were discussed. Toward the close of the meetings all present indicated a willingness to participate. A calendar indicating the days of the months of January and February was distributed and each administrator was asked to select five days which were most suitable for a visit to his district.[3] He was asked to rank these dates in order of preference so that the research staff could schedule visits to meet the unique wishes of each district.

After the meetings a master schedule was set up by the research staff and a letter was sent to the superintendent of cooperation given the research staff by the participating school districts.) In almost all of the cases the teachers completed the entire battery of study instruments while the research staff members were present. In a very few cases the teachers were allowed to complete the instruments at a later date and were asked to mail them to the research project office.

---

[2] Samples of the letter and other information sent to each district are included in Appendix A.

[3] Two visits, with an intervening time of 6-8 weeks, was required. At this meeting only the first visit was scheduled. The dates for the second visit were set at a later time.

The superintendent and the high school and elementary school principals were asked in advance to set aside about 2 hours on the visitation day to complete the battery of study instruments. One research staff member was assigned to each administrator. Usually the administrator completed the instruments before the research team left the district. However, because of many interruptions during the scheduled period, some administrators could not complete all of the instruments and consequently were asked to mail the completed battery to the research office as soon as possible.

The battery of instruments administered on the first visit was composed of nine different instruments. The typical time taken by teachers and school administrators to complete these instruments ranged from one hour and thirty minutes to two hours and fifteen minutes. There were a few exceptions on each end of this typical time range.

After each visit a letter was sent to each of the participating administrators and to the teachers, as a group, thanking them for their participation and reminding them of the second visit which was to come 6-8 weeks hence.

each district suggesting the day the research staff would administer the study instruments in the district. Each administrator was asked to confirm by return mail the date allocated for this first visit to his district. In almost all cases the date suggested was accepted; date adjustments were made of the exceptions.

First Round of Visits

The first round of visits was scheduled to take place during the months of January and February, 1962. Ten school districts were visited in January and eleven were visited in February. Because of busy schedules, one district was visited during the first week in March and the high schools of a large city school district were visited during the same week.[4]

Although the actual time varied from school to school, this first visit with the teachers in each school was set for late afternoon. In almost all the districts classes were dismissed early to enable the teachers involved to use part of the school day to complete the study instruments. In a few districts, meetings with teachers were set up for one hour preceding the beginning of classes. Generally by the time the school day began all of the teachers had completed a majority of the study instruments. In the high schools where this procedure was used, a central area (usually the lounge) was set up so teachers could come during their free period to complete the study instruments. (This volunteered use of school time was an indication of the

---

[4] A visit to these high schools was scheduled for the first week in February, but inclement weather and adverse driving conditions necessitated postponement and re-scheduling.

The Second Round of Visits

During the middle of February letters were sent to those districts that had first been visited in January. The letters included the reason for the second visit and the estimated time needed for administering the instruments and interviewing principals. A calendar for the month of March was included and each administrator was asked to indicate three choices of dates and the time of day they would prefer for the second visit. A self-addressed return envelope was included. A master schedule was set up on the basis of the replies and confirming letters sent to each school district and school. The same procedure was followed for those districts that had their first visit during the month of February. The second visit to these districts was scheduled for April.[5]

During the second visit only three instruments were administered, plus an interview with each school principal. The time needed to complete the three instruments was about 30-45 minutes for the teachers and about one hour for the superintendent and principals. Generally the arrangements for the first visits pertained to the second visits with slight adjustment for the reduced amount of required time.

Both the elementary and secondary principal in each district were interviewed. One member of the research staff was assigned to each principal. The interviews lasted anywhere from thirty minutes to one hour and thirty minutes.

---

[5] Unavoidable problems necessitated the scheduling of one district for May 1.

Characteristics of the Participants

The sample of the study may be described best in terms of selected characteristics of the participating teachers, principals, and superintendents. This approach not only provides a description of the sample in terms of each principalship, but also in terms of each class of subjects that responded to study instruments. These data are presented in Tables 2 through 5 on the following pages.

The Teachers

The elementary teachers (Table 2) in each school tended to be slightly older than the secondary school teachers. As expected, a large majority of the elementary teachers were female, while an approximate equal number of female and male teachers were in the participating secondary schools. The majority of elementary teachers had bachelor degrees plus approximately 7 hours of graduate work. Among secondary teachers about half held a bachelor's degree and half held a master's degree with approximately 10 hours of additional graduate work beyond their respective degree. Two secondary teachers had a doctorate degree, each having responsibilities other than teaching in their respective schools.

Generally, elementary teachers had a few more years of teaching experience than did secondary teachers, partially accounted for by the fact that elementary teachers were slightly older than secondary teachers on the average. In six elementary schools there was at least one teacher who performed tasks other than

TABLE 2

SELECTED CHARACTERISTICS OF PARTICIPATING TEACHERS IN EACH SCHOOL

System	School	Age^a	Sex		Highest Degree			Graduate Hrs. Beyond Last Degree^a	Years Teaching Experience^a	Full-time Teaching		Years Under Present Prin.^{a}	Former Prin.		Former Supt.	
			Male	Female	Bachelors	Masters	Doctorate			Yes	No		Yes	No	Yes	No
A	11	48	23	30	25	28	0	11	21	49	4	3	6	46	4	48
	12	50	0	12	4	8	0	5	15	12	0	5	1	11	1	11
B	13	42	35	27	34	28	0	20	11	61	1	4	7	55	1	61
	14	39	4	18	13	9	0	7	11	22	0	3	2	20	0	22
C	15	47	12	15	5	22	0	26	16	26	1	6	4	22	2	25
	16	48	0	3	0	3	0	3	12	3	0	6	0	3	0	3
D	17	42	5	7	8	4	0	7	11	12	0	2	3	9	0	12
	18	53	2	8	10	0	0	7	28	10	0	5	1	9	0	10
E	19	40	7	4	9	2	0	20	16	11	0	4	3	8	0	11
	20	50	1	11	7	5	0	12	22	12	0	5	2	10	0	12
F	21	40	14	16	15	15	0	12	15	30	0	4	3	27	1	29
	22	51	0	13	9	4	0	6	18	13	0	6	1	12	0	13
G	23	43	18	20	18	20	0	6	15	37	1	4	4	34	0	38
	24	44	0	5	5	0	0	11	4	5	0	2	0	5	0	5
H	25	35	7	4	5	6	0	8	10	11	0	2	3	8	0	11
	26	42	0	6	3	3	0	7	14	6	0	3	1	5	0	6
I	27	46	26	23	23	25	1	8	12	48	1	5	9	40	4	45
	28	49	0	12	11	1	0	5	14	11	1	4	0	12	0	12
J	29	45	13	18	9	22	0	10	15	30	1	4	4	27	0	31
	30	50	0	11	3	8	0	0	23	9	2	6	0	11	0	11
K	31	42	10	12	13	9	0	6	11	21	1	4	1	21	0	22
	32	50	0	5	4	1	0	22	23	5	0	7	2	3	0	5
L	33	40	21	1	14	8	0	17	11	20	2	4	2	20	3	19
	34	54	1	7	7	1	0	13	14	8	0	8	0	8	0	8
M	35	43	4	5	5	4	0	16	13	9	0	3	2	7	1	8
	36	47	0	8	8	0	0	7	14	8	0	8	0	8	0	8

---

[a] Median

TABLE 2 (CONTINUED)

			Sex		Highest Degree					Full-time Teaching			Former Prin.		Former Supt.	
System	School	Age[a]	Male	Female	Bachelors	Masters	Doctorate	Graduate Hrs. Beyond Last Degree[a]	Years Teaching Experience[a]	Yes	No	Years Under Present Prin.[a]	Yes	No	Yes	No
N	37	42	13	9	9	13	0	8	18	21	1	6	5	17	2	20
	38	52	0	20	16	4	0	12	23	19	1	2	2	18	0	20
O	39	38	12	6	10	8	0	9	14	17	1	6	6	12	0	18
	40	45	3	12	9	6	0	3	20	15	0	2	3	12	1	14
P	41	37	15	23	20	18	0	8	11	38	0	4	3	35	1	37
	42	42	1	9	6	4	0	13	19	10	0	2	1	9	0	10
	43	47	39	57	59	37	0	10	11	93	3	4	7	89	2	94
	44	40	0	9	2	7	0	10	19	8	1	5	4	5	0	9
Q	45	35	30	33	31	32	0	12	11	60	3	2	5	58	0	63
	46	33	0	14	13	1	0	2	7	12	2	4	0	14	0	14
	47	30	23	12	23	11	1	7	5	34	1	2	1	34	0	35
	48	37	4	19	19	4	0	4	8	23	0	4	1	22	0	23
R	49	35	6	5	6	5	0	8	8	11	0	3	1	10	0	11
	50	53	0	9	8	1	0	0	27	9	0	7	0	9	0	9
S	51	43	27	27	22	32	0	20	13	50	4	6	6	48	0	54
	52	28	0	11	9	2	0	8	7	11	0	4	1	10	0	11
T	53	46	22	26	20	28	0	15	15	45	3	5	7	41	2	46
	54	50	1	12	11	2	0	4	14	12	1	2	0	13	0	13
U	55	49	1	15	7	9	0	9	24	16	0	5	2	14	0	16
	56	44	6	9	2	13	0	12	18	15	0	8	1	14	1	14
TOTAL																
Elementary		48	23	243	179	87	0	7	15	258	8	5	23	243	3	263
Secondary		42	383	395	390	386	2	10	13	750	28	4	94	684	23	755
All Teachers		43	406	638	569	473	2	8	14	1008	36	4	117	927	26	1018

[a] Median

teaching, while this condition was true for fifteen secondary schools. Both elementary and secondary teachers had worked with their present principal for about four years.

Fourteen elementary principals worked with teachers who had been former school principals. All secondary principals had at least one teacher on their faculty who had been a former school principal. Three elementary principals had among their teachers at least one person who had been a former superintendent. Eleven secondary principals had one or more former superintendents among their teachers. The nature of the role expectations and perceptions of these former school administrators was not compared with those of their teacher colleagues in this study. An examination of data in such terms might be worthy of a future analysis.

Table 3 reports the grade level of elementary teachers and the major teaching area of secondary teachers. These data indicated there was a sufficient spread among the teachers -- as would be expected in a 100 per cent sample in each participating school -- to suggest that, in these terms, the teacher participants were representative of the teachers in most elementary and secondary schools.

The Principals

The age of elementary principals (Table 4) was generally less than that of secondary principals indicating that elementary principals headed a teaching staff that tended to be composed of teachers who were the same age as themselves or a little older. Secondary principals, on the other hand, tended to be older than

TABLE 3

GRADE LEVEL AND SUBJECT TAUGHT BY 912 PARTICIPATING TEACHERS[1]

Grade Level or Subject	Elementary Teachers N = 215	Secondary Teachers N = 697
Grade Level		
1	63	
2	30	
3	34	
4	29	
5	29	
6	30	
Major Subject		
Language Arts		143
Social Studies		80
Mathematics		67
Science		59
Business Education		71
Fine Arts		46
Vocational Education		105
Physical Education		29
Other		97

[1] Not all teachers filled out this section on the Background Information Form so the total numbers differ from those reported in Table 2. In other cases the teacher spent equal time in two or more subject areas which made it difficult to classify the teacher in a single category.

TABLE 4

SELECTED CHARACTERISTICS OF PARTICIPATING SCHOOL PRINCIPALS

System	School	Age	Sex	Highest Degree			Graduate Hours Beyond Last Degree	Years in Education	Years in Present School System	Years in Present Position	Teaching Responsibility		Per cent of Time in Administration
				Bachelors	Masters	Doctorate					Yes	No	
A	11	52	M		x		20	9	26	3		x	100
	12	61	F		x		10	21	18	6		x	100
B	13	44	M		x		10	26	19	19		x	100
	14	34	M		x		6	11	11	5		x	100
C	15	54	M		x		12	34	19	6		x	100
	16	55	M		x		3	34	21	21	x		50
D	17	52	M		x		6	27	27	1	x		33
	18	48	M		x		0	22	4	4	x		10
E	19	46	M		x		24	16	16	3	x		50
	20	41	M		x		20	10	10	5	x		66
F	21	47	M		x		17	26	19	6		x	100
	22	59	M		x		16	39	17	15		x	100
G	23	58	M		x		20	37	36	5		x	100
	24	56	F		x		12	35	33	6		x	100
H	25	46	M		x		0	22	16	16	x		50
	26	28	M	x			28	7	3	3	x		10
I	27	54	M		x		7	32	21	8		x	100
	28	38	M		x		45	14	13	13	x		40
J	29	36	M		x		30	14	14	4		x	100
	30	44	M		x		20	16	7	6	x		50
K	31	45	M		x		8	16	12	6		x	100
	32	45	M		x		10	18	13	13	x		50
L	33	49	M		x		66	25	23	12		x	100
	34	59	M		x		30	37	16	11	x		50

TABLE 4 (CONTINUED)

System	School	Age	Sex	Highest Degree			Graduate Hours Beyond Last Degree	Years in Education	Years in Present School System	Years in Present Position	Teaching Responsibility		Per cent of Time in Administration	
				Bachelors	Masters	Doctorate					Yes	No		
M	35	63	M		x		13	43	19	19	x		33	
	36	55	F		x		12	25	25	20	x		14	
N	37	61	M		x		0	40	28	16		x	100	
	38	46	M		x		12	22	3	2		x	100	
O	39	50	M		x		8	25	20	16		x	100	
	40	57	M		x		6	35	17	2		x	100	
P	41	56	M		x		20	32	23	4		x	100	
	42	53	F		x		22	32	27	5		x	100	
	43	56	M		x		12	38	18	7		x	100	
	44	56	M		x		30	30	3	3	x		50	
Q	45	57	M		x		65	31	29	3		x	100	
	46	48	M		x		60	15	11	8		x	100	
	47	56	M		x		40	35	11	3		x	100	
	48	49	M		x		0	28	14	7		x	100	
R	49	51	M		x		10	30	4	4	x		50	
	50	28	M		x		0	7	7	7	x		25	
S	51	59	M		x		40	38	27	27		x	100	
	52	48	M		x		17	24	16	5		x	100	
T	53	61	M		x		55	41	9	9		x	100	
	54	49	M		x		40	24	7	3		x	100	
U	55	52	M		x		70	30	12	12		x	100	
	56	50	M		x		8	18	5	5		x	100	
TOTALS			M F										100%	Less than 50%
Elem.		49[a]	19 4	1	22	0	12[a]	22[a]	13[a]	6[a]	11	12	12	5
Sec.		52[a]	23 0	0	23	0	17[a]	30[a]	19[a]	7[a]	5	18	18	1
All Prin.		51[a]	42 4	1	45	0	16[a]	26[a]	16[a]	6[a]	16	30	30	6

[a] Median

their teachers. Only four principals, all elementary principals, were women. All of the principals except one (a male elementary principal who held only a bachelor's degree) held a master's degree plus approximately 16 graduate hours beyond that degree. In general, secondary principals had undertaken more graduate work than elementary principals. No principal in the sample had earned a doctorate. Most secondary principals had been in education and in their present school system longer than had elementary principals. Most principals had been in their present position in their school longer than had the teachers in their schools. Approximately half of the elementary principals had teaching responsibilities in addition to their administrative responsibilities. This was true for a little less than one-third of the secondary school principals.

The Superintendents

The median age of participating superintendents was 51 years (Table 5), the same as the median age of school principals. The majority of superintendents had a master's degree plus approximately 15 hours of graduate work beyond the degree. It is interesting to note that the two superintendents who did not have any additional graduate work beyond their master's degree had been in their present position for fifteen or more years, which was above the median tenure of participating superintendents in their present position.

All participating superintendents had been in education more than 12 years (a median of 29 years) and in their present school system at least two years (a median of 15 years). All had

TABLE 5

SELECTED CHARACTERISTICS OF PARTICIPATING "SUPERINTENDENTS"

System	Age	Highest Degree			Graduate Hours Beyond Last Degree	Years in Education	Years in School System	Years in Present Position
		Bachelors	Masters	Doctorate				
A	41			x	15	18	4	4
B	50		x		35	29	5	5
C	52			x	15	31	2	2
D	60		x		0	41	16	16
E	47		x		60	27	20	20
F	54		x		16	25	5	5
G	60		x		12	38	37	5
H	55		x		0	33	15	15
I	57		x		9	35	18	14
J	64		x		23	44	27	27
K	47		x		16	20	8	6
L	62		x		14	39	20	20
M	46		x		8	23	2	2
N	49		x		17	23	11	11
O	47		x		25	21	8	3
P Sec.	56		x		40	40	40	2
P Elem.	63		x		60	40	38	11
Q Sec.	50			x	0	27	26	1
Q Elem.	40			x	0	15	9	1
R	40		x		3	12	12	7
S	51		x		44	30	25	16
T	63		x		12	42	38	25
U	51		x		12	28	7	7
Total								
Number		0	19	4				
Median	51				15	29	15	7

at least one year prior tenure in their present position at the time study data were gathered.

CHAPTER V

GENERAL DESCRIPTION OF DATA ANALYSES

A variety of data analysis procedures was used in attempting to discover significant relationships between variables. Extensive use throughout the contracting period was made of IBM computers and other statistical machines for the processing of large quantities of data. In addition, a variety of supplementary analyses were made through the use of hand calculators. An overview of the procedures associated with each of these approaches will be briefly described in the following sections of this chapter.

Statistical Machine Analyses

Statistical machines available for use at the Oklahoma State University Computing Center include key-punch, verifier, sorter, collator, reproducer, tabulator, and digital computer. All of these, in some measure, were employed in the current project.

Self-coding multiple choice questions were used on several of the instruments in the study. Others were scored with standardized scoring keys. These procedures allowed for a quick and efficient translation of basic data to IBM cards.

In a manner consistent with the design and objectives of the study, a major set of statistical analyses were carried out on "within-school" basis. In addition, numerous analyses were performed on an "across-the-board" basis in terms of all schools or position.

Within-School Analyses of Teachers -- The within-school analysis of data collected from teachers included a study of the relationship between a number of independent and dependent variables. For one phase of this analysis the variables included need-dispositions (FIRO-B), social values (modified DVI), descriptions of leader behavior (LBDQ), and an assessment of individual principal behavior in terms of expectations and perceptions (Principal Role Behavior-Content (PRB-C) and the Semantic Differential instruments). The particular statistic employed in an analysis of the relationship between these variables was chi square. (See Figure 7 for a schematic diagram of the relationships between variables that are described below.)

For each of the 46 participating schools, teacher responses on the FIRO-B instrument were scored with a standardized scoring key according to six different interpersonal needs dimensions (expressed and wanted Inclusion, expressed and wanted Control, expressed and wanted Affection). For each teacher the total score for each dimension was recorded (with "high" scores indicating "more" of each particular dimension) and all of the teachers from each school were grouped into two major categories: those who scored high and those who scored low on the particular dimension in question. Teachers who, on each dimension, scored at the median or above (the median being based on total teacher sample from all schools) were classified as "high" and those below the median as "low." To find the "total teacher sample" median it was first necessary to find the frequency with which teacher respondents in each school obtained various scores for each dimension. (This calculation of frequencies, prerequisite to the major analysis for all instruments, was performed on the IBM 650 computer.)

Responses of teachers to each of the 64 items (32 expectations and 32 perceptions) on the Principal Role Behavior-Content (PRB-C) instrument were given on a 6-point continuum and, for purposes of the chi square analysis, were broken into two groups: responses falling on points 1, 2, and 3 (high) and those falling on points 3, 4, and 5 (low). Thus the Chi Square program written for the IBM 650 computer allowed for a series of 2 x 2 contingency tables to be built and analyzed for teachers from each school. The frequency of teacher responses categorized as "high" versus "low" on each of the dimensions of the FIRO-B instrument was related to the frequency of responses categorized as "high" and "low" on each of the PRB-C items (both expectations and perceptions).

A similar approach was used in examining the relationships between PRB-C responses and those given for the DVI and the LBDQ instruments. For the DVI instrument the teachers from each school were again grouped into "high" and "low" categories (the total group median for all teachers providing the cut-off point between these two groups), with the "high" scores being indicative of a "traditional" value orientation. A series of 2 x 2 chi square tables, contrasting the "high" and "low" responses of teachers on the DVI against their "high" and "low" responses for each of the

FIGURE 7

IBM 650 COMPUTER PROGRAM FOR COMPUTING CHI SQUARE RELATIONSHIPS

Each Person's Responses to Each of

PRB-C 1-32 Items

Elem. Principal:

I should
I do
My Supt. expects me to
My Supt. perceives that I
My Teachers expect me to
My Teachers perceive that I
My Teachers should expect me to
My Supt. should expect me to

Sec. Principal:

I should
I do
My Supt. expects me to
My Supt. perceives that I
My Teachers expect me to
My Teachers perceive that I
My Teachers should expect me to
My Supt. should expect me to

Superintendent:

Elementary Principal E should
Elementary Principal E does
Secondary Principal S should
Secondary Principal S does

Elem. Teacher:

My Principal should
My Principal does

Sec. Teacher:

My Principal should
My Principal does

Related to:

χ^2

His Response to Each of the Following:

LBDQ (Regarding specific principal)

Real Consideration
Real Initiating Structure
Ideal Consideration
Ideal Initiating Structure

DVI Traditional Score

DOC Consistency Score

FIRO-B

Expressed Inclusion
Expressed Control
Expressed Affection
Wanted Inclusion
Wanted Control
Wanted Affection

SIZE OF SCHOOL

AGE OF RESPONDENT

PRB-C items, was built and statistically examined.

Responses for teachers from each school on the LBDQ were grouped on each of four dimensions (real and ideal Consideration, real and ideal Initiating Structure) into "high" and "low" categories (on the basis of the median of the total teacher sample) and compared against responses to each item on the PRB-C instrument by means of a 2 x 2 chi square analysis. On the LBDQ a low score on each dimension is indicative of "highness" of the particular dimension involved.

Another major within-school analysis of data collected from teachers was a comparison of "should" (expectation) and "does" (perception) responses to items on the PRB-C (all items) and the Semantic Differential (8 items in each of the eight task area dimensions). Both "should" and "does" responses to the PRB-C instrument were given on a 6-point continuum, while the responses on the Semantic Differential were given on a 14-point continuum. The statistical significance of the discrepancies between "should" and "does" responses for teachers (the extent to which their role expectations were not fulfilled) in each school on each item under analysis for both instruments was assessed by the Mann-Whitney z_U. This is a non-parametric statistic appropriate for ordinal data and designed to test the null hypothesis that two sample distributions are insignificantly different from one another against the alternative hypothesis that the central rank tendency of one sample is greater than the central rank tendency of another. An IBM 650 program for the calculation of this statistic was prepared and, prerequisite to analysis, a series of IBM cards punched to represent teacher responses on the continuums associated with both the PRB-C and Semantic Differential instruments. Only the results of the Mann-Whitney z_U analysis of the PRB-C responses are included in this report. After all analyses were obtained regarding the Semantic Differential responses, an error was discovered in the data which resulted from an oversight in the IBM 650 program for this instrument. After the program was corrected, data were again analyzed, but results indicated another error. In order to complete this report of the project, the Mann-Whitney z_U analysis of Semantic Differential responses was omitted. It is hoped that this analysis will be carried out at some future date.

A final within-school statistical machine analysis of data collected from teachers was based on a comparison of "real" and "ideal" responses given for items relating to the Initiating Structure and Consideration dimensions of the LBDQ. Scores for teachers were broken at the total teacher sample median into "high" and "low" categories on real and ideal Initiating Structure and on real and ideal Consideration. For both of these major dimensions, a chi square analysis comparing real and ideal responses was performed on the IBM 650 computer.

Across-School Analyses -- For the school administrators in the sample (elementary and secondary principals, superintendents and/or directors of elementary and secondary education) a number of chi squares relating selected independent and dependent variables on an across-the-board school basis were calculated on the IBM 650 computer. Major variables for this analysis were descriptions of leadership behavior (LBDQ), need dispositions (FIRO-B), social values (DVI), consistency of decision preferences (DOC), size of school and age of the administrator compared to variables that included both the first and second-order cognitions held for the principal's behavior as measured by the PRB-C instrument. In addition, numerous chi squares were run comparing "real" and "ideal" responses to the two dimensions of the LBDQ (Initiating Structure and Consideration) and the "expressed" and "wanted" scores on the three dimensions of the FIRO-B (Inclusion, Control, and Affection).

The general procedure followed was to organize respondents into "high" and "low" categories on each of the non-PRB-C variables (according to the median response or characteristic of the particular position in question) and relate these categories by means of 2 x 2 tables to "high" and "low" on each of the items in the PRB-C instrument (with points 1, 2, and 3 being "high" and 4, 5, and 6 being "low"). This procedure was followed for all three groups of administrators on an across-the-board school basis and was performed for both first and second-order PRB-C cognition responses.

In addition to the analysis which showed relationships between "real" and "ideal" responses to the LBDQ for each of the three groups of administrators taken separately, at least five major varieties of analyses were performed in an attempt to examine the explicit relationship between or among selected independent and dependent variables:

1. For the total group of elementary and the total group of secondary principals (taken separately), "high" versus "low" categories on the LBDQ (four dimensions), the DVI ("traditional" dimension), the DOC (consistency dimension), size of school (one dimension -- small versus large), the FIRO-B (six dimensions), and age (one dimension -- old versus young) were compared by means of chi square against "high" versus "low" cognitions given by these respondents on each of the 64 items (32 expectations and 32 perceptions) of the PRB-C instrument.

2. Superintendents were grouped according to "high" versus "low" on the LBDQ (four dimensions), the DVI ("Traditional" dimension), the DOC (consistency dimension), and the FIRO-B (6 dimensions and these categories compared by means of chi square against "high" versus "low" responses to each of the 64 items in the PRB-C instrument. Each of the sample superintendents filled out the PBR-C instrument once by indicating what he thought his elementary principal should do and did, and again by indicating what he thought his secondary principal should do and did. Therefore, separate analyses were run for these two sets of responses -- one comparing responses to other instruments against responses on the PRB-C with the elementary principal as referent, and the second comparing these same responses on other instruments against responses on the PRB-C with the secondary principal as referent.

3. The total group of elementary principals and the total group of secondary principals were arranged separately into "high" versus "low" categories according to the responses on the LBDQ (four dimensions), the DVI ("Traditional" dimension), and the FIRO-B (six dimensions) and these categories compared statistically by means of chi square against "high" versus "low" cognitions attributed by these principals to their superintendent regarding his (the principal's) behavior. These attributions were measured by the PRB-C instrument and included 32 attributed expectations and 32 attributed perceptions. A separate analysis was made for the elementary principals and for the secondary principals. In each case, each item on the PRB-C instrument was treated as a separate dependent variable.

4. In a manner similar to that mentioned in number 3 above, cognitions attributed by both elementary and secondary principals to the teachers in their school regarding their (the principals') behavior were related by means of chi square to "high" versus "low" categories on the LBDQ (four dimensions), the DVI (the "Traditional" dimension), and the FIRO-B (six dimensions). These cognitions attributed to teachers included 32 attributed expectations and 32 attributed perceptions. Separate analyses were run on the elementary and secondary school principals.

5. An additional analysis, based separately on the total group of elementary principals and the total group of secondary principals, included a comparison of those who were "high" versus those who were "low" on the LBDQ (four dimensions), the DVI ("Traditional" dimension), and the FIRO-B (6 dimensions) against "high" versus "low" ausvalued expectations directed separately toward teachers ("My Teachers should expect me to") and toward superintendents ("My Superintendent should expect me to"). This analysis, performed separately for elementary and secondary school principals, was based on 32 ausvalued expectations directed toward teachers and 32 ausvalued expectations directed toward superintendents.

Supplementary Analyses

As stated previously, a number of supplementary analyses were made on electric calculators. Many of these were aimed at discovering general patterns and examining some of the assumptions underlying the statistical machine analysis. The major supplementary analyses are described briefly below.

Analysis of Significant Chi Squares for Teachers

One of the major interests of the study was to discover the relationship between the nomothetic-idiographic theory of Getzels and Guba with the FIRO theory (need-dispositions) of Schutz, the initiating structure - consideration framework of the Leadership Behavior Description Questionnaire (LBDQ), and with general social values (DVI). The analysis of variance was used to describe these relationships in terms of the significant chi square relationships between the Principal Role Behavior-Content (PRB-C) instrument and the LBDQ, FIRO-B, and DVI instruments.

In the chi square program that was run on the IBM 650 computer, each of the 32 items of the PRB-C instrument was compared with every dimension of the LBDQ, FIRO-B, and DVI instruments using the teachers' responses in the 46 participating schools. This procedure generated 32,384 chi square values, of which 2,460 (7.5%) were significant at least at the .05 level. The unit or cell for the analysis of variance was the total number of significant chi square for each set of either four nomothetic or four idiographic (style) items within each of the four (content) task areas of Curriculum and Instruction, Personnel Development, Community Relations, and Maintaining Funds and Facilities.

The rationale for using this unit for analysis is probably best clarified by an example. The Curriculum and Instruction (content) area on the PRB-C instrument has four nomothetic items to which teachers responded. Each of these four nomothetic items were compared in turn to all the dimensions of the LBDQ, FIRO-B, and DVI instruments by chi square. It is assumed that if each item is measuring the same thing, then the number of significant chi squares theoretically should be the same for each item and any difference between the items in terms of the number of chi square constitutes an estimate of "error." The number of chi square values generated by the IBM 650 computer for each of the 176 units (or cells) was 184 and the number of these chi square values that were significant at the .05 level constituted the measure of the amount of relationship of the PRB-C variables with the variables of the other three instruments.

There are certain limitations to the above mentioned procedure. Probability statements from such an analysis may be unwarranted since the characteristics of a distribution of significant chi squares is unknown. However, the analysis is descriptive in terms of F ratios which compare the variance within cells with the variance associated with the major factors. In addition, it should be noted that any particular chi square could be differentially significant, i.e., it may vary from the .05 to the .001 level.

The four following general factors comprised the mixed factorial (4 x 2 x 2 x 11) in the analysis of variance:

A. Task area on PRB-C

   1. Curriculum and Instruction
   2. Personnel Development
   3. Community Relations
   4. Maintaining Funds and Facilities

B. Style of Behavior on PRB-C

   1. Nomothetic
   2. Idiographic

C. "Should" versus "Does" on PRB-C

D. Non-PRB-C instruments

   1. LBDQ

      a. Real Consideration
      b. Real Initiating Structure
      c. Ideal Consideration
      d. Ideal Initiating Structure

   2. DVI "Traditional" score

3. FIRO-B
   - a. Expressed Inclusion
   - b. Expressed Control
   - c. Expressed Affection
   - d. Wanted Inclusion
   - e. Wanted Control
   - f. Wanted Affection

Analysis of Significant Chi Squares for Administrators

All of the chi squares on administrators, described above in the section on machine analyses, involve the comparison of dimensions on selected instruments (LBDQ, DVI, DOC, and FIRO-B) age, and size of school with each item on the PRB-C instrument (should, does, attributed expectations, attributed perceptions, and ausvalued expectations). Of the 3,584 chi squares which were generated by the IBM 650 program for these analyses, 130 chi squares were significant at least at the .05 level. In order to analyze these 130 significant chi squares, two assumptions were made: (1) for each dimension or component of a factor there should be the same number of significant chi squares as for every other dimension or factor since there were the same number of comparisons, i.e., the same number of significant chi squares would be expected for each of the four task areas of the PRB-C instrument; and (2) in the cross classification of two factors, the resulting cells will contain a number of significant chi squares proportionate to the respective rows and columns. Both of these assumptions were analyzed by the chi square statistic.

Certain limitations, inherent in this procedure, were recognized: (1) the limited number of significant chi squares (3.6%); (2) the theoretical expectation; and (3) the indication of probability level is only suggestive to reconcile the disparity between magnitude of chi square and respective degrees of freedom.

Chi Square Analysis of PRB-C Responses

The research design required the analysis of the relationship between the multiple responses given by different subjects to the PRB-C instrument. Such relationships were necessary to obtain data regarding such factors as the accuracy of the principal's perception of others' expectations and perceptions, the extent to which the principal felt that the expectations held by others were legitimate, the extent to which others' expectations operated as sanctions on the principal's behavior, and if the principal was felt by others to act in a manner they expected. This within-instrument analysis was accomplished through use of the chi square statistic.

The chi square analysis was done on a principalship basis: comparing the eight responses of a given principal, and comparing the principal's responses with those of his teachers and of his superintendent. Each of the responses of each principal and each superintendent regarding each major dimension of the PRB-C instrument (16 Nomothetic items and 16 Idiographic items) were broken into two groups: responses falling on points 1, 2, and 3 (high) and those falling on points 4, 5, and 6 (low). In this manner the number of "high" and the number of "low" responses of each principal and superintendent on the 16 Nomothetic items and the number of "high" and "low" responses for each principal and superintendent on the 16 Idiographic items were used as the basis for a series of 2 x 2 contingency tables. A similar procedure was used to analyze the responses of the teachers in each school, using the median of teachers' responses to determine if their responses were "high" or "low" on each dimension (Nomothetic and Idiographic).

In each school, using the procedure mentioned above, the following chi square relationships were calculated on electric calculators:

Prin.: "I should" -- Supt.: "Principal X should"
Prin.: "I should" -- Teachers: "My Principal should"
Prin.: "I should" -- Principal: "My Supt. should expect me to"
Prin.: "I should" -- Principal: "My Teachers should expect me to"

Prin.: "My Supt. should expect me to" -- Supt.: "Principal X should"
Prin.: "My Teachers should expect me to: -- Teachers: "My Principal should"

Prin.: "My Supt. expects me to" -- Supt.: "Principal X should"
Prin.: "My Teachers expect me to" -- Teachers: "My Principal should"

Prin.: "My Supt. expects me to" -- Principal: "My Supt. should expect me to"
Prin.: "My Teachers expect me to" -- Principal: "My Teachers should expect me to"

Prin.: "I do" -- Supt.: "Principal X does"
Prin.: "I do" -- Teachers: "My Principal does"
Prin.: "I do" -- Principal: "My Supt. expects me to"
Prin.: "I do" -- Principal: "My Teachers expect me to"
Prin.: "I do" -- Supt.: "Principal X should"
Prin.: "I do" -- Teachers: "My Principal should"

Prin.: "My Supt. perceives that I"-- Supt.: "Principal X does"
Prin.: "My Teachers perceive that I" -- Teachers: "My Principal does"

These computations of chi square resulted in identifying the number of chi squares in each school and in all schools for each of the above comparisons. In order to discover the across-the-board relationship between these various responses obtained through the

PRB-C instrument, a rank correlation procedure was used.

Rank Order Correlation of PRB-C Responses

Each response of each principal and superintendent on the Principal Role Behavior - Content instrument was weighted according to the Nomothetic and Idiographic items for each of the four task areas (Curriculum and Instruction, Personnel Development, Community Relationships, and Maintaining Funds and Facilities). The weighing was done by adding the point on the 6-point continuum (usually to never) for all four Nomothetic and for all four Idiographic items in each task area by each principal and each superintendent. This weighted score could range from 4 to 24 (1x4 to 6x4). For teachers this weighting was done in terms of the median weight for each dimension on each task area of the responses of the teachers in each school. The total weighted scores of each group of subjects (superintendents, elementary principals, secondary principals, elementary teachers, and secondary teachers) were added and the mean weighted score for each group obtained. These average total weighted scores were then ranked in order from the lowest (the lowest score was toward the "usually" end of the 6-point continuum) to the highest (the highest score was toward the "never" end of the continuum), for example:

	Curriculum and Instruction		Personnel Development		Community Relationships		Maintaining Funds and Facilities	
	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.
Mean Weighted Score	10.22	10.61	11.83	8.69	12.74	11.65	10.13	7.87
Rank Order	4	5	7	2	8	6	3	1

This method of ranking resulted in an ordering of the eight classes of responses (two dimensions for each of the four task areas) from "highest" weight (1) to "lowest" weight (8) and the chi square correlation indicated if the relationships between the various sets of responses were significantly related. A significant chi square correlation would indicate, for example, if principals in general had an accurate perception of the expectations held for their role by their superintendents. This "across-the-board" analysis of PRB-C responses in terms of positions aided greatly in summarizing results in terms of hypotheses.

Analysis of the Semantic Differential Instrument

The Semantic Differential Style of Behavior instrument was scored by summing across the three scales on the Evaluative dimension (good...bad, pleasing...annoying, sincere...insincere), the two scales on the Activity dimension (active..passive, fast...slow), and the three scales on the Potency dimension (dominent..submissive, strict...permissive, strong...weak). This summing of the scales was done for each of the eight task areas of "stimulus" concepts (Curriculum, Instruction, Maintaining Facilities, Maintaining Funds, Personal Relations with Teachers, Professional Growth of Teachers Public Relations, and Communications with the School Community). These summated scores were obtained for:

1. Each superintendent about his elementary principal and about his secondary principal
2. Each principal, both elementary and secondary, about himself
3. The Median of the teachers' scores within each school concerning their principal

A median was then taken of the summated factor score for the eight task areas for teachers, principals, and superintendents. This score was interpreted as a measurement of how the respondent sees the principal functioning in the school on the three dimensions, i.e., Evaluative, Activity, and Potency. This summation was done for both the "should" and the "does" responses of each group of subjects.

Chi Square Correlation between Independent and Dependent Variables

Using the "high" versus "low" scores on each dimension of all instruments, a series of chi square correlations were computed on electric calculators to discover some relationships between independent and dependent variables that were not included in the statistical machine analyses. Included in these calculations were correlations between such findings as the relationship between the differences between a principal and his superintendent on the DOC Consistency score and the difference between the same principal and his superintendent on the DVI Traditional score.

No attempt will be made here to list all of the chi square correlations that were made in this manner. The significant chi square correlations resulting from this analysis will be reported in the material included in Chapter IX.

CHAPTER VI

BASIC FINDINGS REGARDING INDEPENDENT VARIABLES

The material that follows presents the basic information regarding independent variables that was obtained from subjects. These variables were: general social values, need-dispositions, consistency of general decision preferences, and importance of principal's tasks. The findings will be reported in terms of central tendencies based on the individual scores of superintendents and principals and on the median score of teachers in each school. In addition, these individual and group median scores will also be reported in terms of z scores. Only summary tables of these findings are included in the text. The basic information will be found in the tables in Appendix C.

General Social Values

T general social values of subjects was obtained through a modified form of the Differential Values Inventory. Two scores were obtained for each subject: a Traditional Score and a Rejection Score. There were 32 items in the instrument. A score of 16 or more indicates a preference for Traditional over Emergent values. The higher the Traditional Score the greater the preference for Traditional values. (The factors that make up this instrument are explained in Chapter III.) The Rejection Score indicates the degree of "closed-minded" or "either-or" orientation of the subject. The possible score for a person or the median score of a group could range from 32 to 160 (Q1 = 64, Q2 = 96, Q3 = 128). The higher the score, the greater the "either-or" orientation of the respondent in terms of general social values.

The general pattern of Traditional Scores and Rejection Scores for subjects is reported in Table 6 (and Tables C1 and C2 in Appendix C). Generally, these data indicate that with very few exceptions (7 out of 107) the participating superintendents and the principals and teachers in both elementary and secondary schools tended to prefer Traditional values over Emergent values. The data suggest no difference by position between superintendents, principals, and teachers in terms of general social values. Table 7 also indicates that there was little difference between the Traditional Score of a given superintendent and a given principal or between a given principal and his teachers. These data suggest the probability that role expectations and perceptions regarding a school principal, if these vary from person to person, would not be related to general social values because of the similarity in these values among subjects.

The distribution of z scores (Table 8) does help suggest some slight differences between subjects in terms of position within the narrow range of raw scores. These data suggest that participating elementary principals and elementary teachers might have been slightly less Traditional than secondary principals. There was no apparent difference between elementary and secondary teachers on the distribution of their scores. (Basic data on z

TABLE 6

TRADITIONAL VALUES SCORES AND REJECTION SCORES OF EACH SUPERINTENDENT, PRINCIPAL, AND OF THE TEACHERS IN EACH SCHOOL ON THE DIFFERENTIAL VALUES INVENTORY

Score	Respondent	Median	Q1	Q3
Traditional	Superintendents	19	17	22
"	Elementary Principals	19	16	21
"	Secondary Principals	19	18	21
"	Elementary Teachers	19	18	20
"	Secondary Teachers	19	18	20
"	All Principals	19	18	21
"	All Teachers	19	18	20
Rejection	Superintendents	46	41	50
"	Elementary Principals	48	39	56
"	Secondary Principals	50	41	57
"	Elementary Teachers	49	46	55
"	Secondary Teachers	48	46	49
"	All Principals	48	44	56
"	All Teachers	48	45	52

TABLE 7

DIFFERENCES IN TRADITIONAL AND REJECTION SCORES ON THE DIFFERENTIAL VALUES INVENTORY BETWEEN EACH PRINCIPAL AND OTHERS WITH WHOM HE WORKS IN HIS SCHOOL SITUATION

Score	Dyad	Median Difference[a]	Q1	Q3
Traditional	Supt. - Elem. Principal	+1	-3	+4
	Supt. - Sec. Principal	0	-3	+4
	Elem. Prin. - Elem. Teachers	0	-2	+2
	Sec. Prin. - Sec. Teachers	0	-2	+2
Rejection	Supt. - Elem. Principal	-1	-13	+9
	Supt. - Sec. Principal	-8	-14	+11
	Elem. Prin. - Elem. Teachers	-3	-13	+8
	Sec. Prin. - Sec. Teachers	0	- 6	+12

[a] Relationship between scores of first person as compared with scores of second person or group. A plus sign (+) means that the first person has a higher score than the second person or group; a minus sign (-) means that the first person has a lower score than the second person or group.

TABLE 8

DISTRIBUTION OF z SCORES ON TRADITIONAL MEASURE OBTAINED FROM DIFFERENTIAL VALUES INVENTORY

Respondent	z Scores				
	40 or less	41-50	51-60	61 or more	Number
Elem. Principals	5	9	5	3	22
Sec. Principals	2	8	8	2	20
Superintendents	3	7	6	3	19
Elem. Teachers[a]	5	11	3	4	23
Sec. Teachers	4	10	5	4	23
All Principals	7	17	13	5	42
All Administrators[b]	10	24	19	8	61
All Teachers	9	21	8	8	46

[a] Teachers are in terms of each school (23 elementary and 23 secondary)

[b] The z scores for principals and for superintendents were computed on data obtained from all principals and superintendents.

scores are presented in Tables C18 - C20 in Appendix C.)

The Rejection Score findings indicated a greater differentiation among subjects than Traditional Score findings. Table 6 (and Table C3 in Appendix C) indicates that the participating superintendents, principals, and teachers tended to have scores below Q1 of possible scores, suggesting a general "open-minded" or "both-and" orientation to general social values. In relative terms of the Rejection Score of only these respondents, there was a greater range in the scores of school principals than in the scores of superintendents or of teachers (especially secondary teachers). Data in Table 7 (and Table C4 in Appendix C) suggest that the greatest difference in Rejection Scores occurred between superintendents and their secondary principals, the superintendent generally tending to be slightly more "open-minded" than his secondary principal. There were notable exceptions in the case of individual secondary as well as elementary school principals. The distribution of Rejection Scores in terms of z scores (Table 9) tends to reinforce this finding.

These findings suggest that the modification by the research staff in the scoring of the Differential Values Inventory so as to obtain a Rejection Score as well as a Traditional Score was a worth-while step. The Traditional Values Score did not tend to differentiate sharply among subjects, but the Rejection Score did tend to give additional insight into individual and school differences.

TABLE 9

DISTRIBUTION OF z SCORES ON REJECTION MEASURE OBTAINED FROM DIFFERENTIAL VALUES INVENTORY

Respondent	z Scores				
	40 or less	41-50	51-60	61 or more	Number
Elem. Principals	2	12	6	2	22
Sec. Principals	3	7	8	2	20
Superintendents	1	12	6	0	19
Elem. Teachers[a]	4	11	2	6	23
Sec. Teachers	4	13	4	2	23
All Principals	5	19	14	4	42
All Administrators[b]	6	31	20	4	61
All Teachers	8	24	6	8	46

[a] Teachers are in terms of each school (23 elementary and 23 secondary).

[b] The z scores for principals and for superintendents were computed on data obtained from all principals and superintendents.

Need - Dispositions

The use of the FIRO-B instrument of William Schutz was included for two major reasons: to obtain a description of the need-dispositions (personality) of subjects, and to obtain an estimate of superintendent-principal and principal-teacher compatibility in terms of need-dispositions. Descriptions of need-dispositions are reported below only in terms of position central tendencies and in terms of position z scores. Basic data regarding Expressed and Wanted behavior regarding the dimensions of Inclusion, Control, and Affection are presented in Tables C5 to C7 in Appendix C. The z scores for each superintendent, principal, and group of teachers are presented in Tables C8 to C10 in Appendix C. Data on compatibility measures are presented below in terms of general tendencies by position, and in Tables C11 to C13 in Appendix C for each principal.

Basic Data

It should be remembered in reading the findings on the FIRO-B instrument that the score for either expressed or wanted behavior on each of the three dimensions could range from 0 to 9, with 5 being an "average." Findings regarding superintendents and principals are based on their individual responses, while the data on teachers is reported in terms of the median score of teachers in a given school. When computing z scores for principals and superintendents, the scores of both superintendents (23) and principals (46) were used, suggesting the necessity of interpreting the z scores for principals or superintendents in terms of an "all administrators" base. The z scores for teachers were based on school median scores.

Inclusion -- The basic information upon which the compatibility measures for the Inclusion dimension were based, is presented in Table 10. (The higher the number, the more the expressed or wanted Inclusion.) This information indicates that the superintendents, principals, and teachers in the study all clustered around an Expressed Inclusion median of 5, suggesting that they all had an average desire to be with and interact with other people, although the interquartile ranges indicate that this is less typical for some elementary principals. While superintendents and secondary school principals had a Wanted Inclusion median of 5 and 6 respectively, elementary school principals and elementary and secondary teachers had a Wanted Inclusion median of 3, suggesting that superintendents and secondary school principals wanted others to interact and mingle with them more than did the elementary principals and all teachers. The data also indicate that there was little deviation among teachers regarding Wanted Inclusion (as evidenced by the interquartile range), while a greater deviation was evidenced among superintendents and school principals regarding Wanted Inclusion.

The z scores on the Inclusion dimension that are reported in Table 11 also support the pattern of responses reported in Table 10. In addition, the z score findings are a little more sensitive to relative differences between groups. Apparently superintendents want to include others a little more than do

TABLE 10

EXPRESSED AND WANTED BEHAVIOR OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS ON INCLUSION, CONTROL AND AFFECTION DIMENSIONS OF FIRO-B INSTRUMENT

		Expressed[a]			Wanted[a]		
Dimension	Subject	Median	Q1	Q3	Median	Q1	Q3
Inclusion	Superintendents	6	5	7	5	0	7
	Elem. Principals	5	3	7	3	0	8
	Sec. Principals	5	4	8	6	0	9
	Elem. Teachers	5	4	6	3	1	5
	Sec. Teachers	5	5	6	3	2	3
Control	Superintendents	4	3	6	5	5	7
	Elem. Principals	2	1	4	5	3	6
	Sec. Principals	4	2	8	5	2	6
	Elem. Teachers	1	0	3	5	4	5
	Sec. Teachers	2	2	3	5	5	5
Affection	Superintendents	4	3	6	5	5	7
	Elem. Principals	5	3	6	5	5	6
	Sec. Principals	3	2	8	7	5	8
	Elem. Teachers	3	3	4	5	5	6
	Sec. Teachers	3	3	4	5	5	5

[a] The higher the score, the greater the expressed or wanted behavior regarding each dimension.

elementary and secondary school principals, and elementary teachers want to include others slightly less than do secondary teachers. These findings also indicate that variance between groups on wanted Inclusion was slightly less than in the case of expressed Inclusion. In general, the z score findings indicate that variance exists among schools in terms of expressed and wanted Inclusion even though there is evidence of general patterns by position.

Control -- Table 10 also reports the basic information used to obtain the compatibility measures for the Control dimension. (The higher the number, the more the expressed and wanted Control.) In general, these data indicate that the desire to be controlled is greater than the desire to control. The interquartile range is relatively narrow in all cases, the greatest range in Expressed Control being most typical of secondary school principals. Elementary teachers seem to be persons who desire to express the least control, with low Expressed Control being generally typical of all teachers and elementary school principals. Superintendents and secondary school principals appear to be persons who desire to express a slightly less than average amount of control over their situation and environment. All respondents indicated an "average" willingness to be controlled. This information anticipates the condition revealed by the measures of compatibility measures on this Control Dimension.

Table 12 reports the z scores on the Control dimension. These data suggest a similarity between elementary principals and teachers regarding a low desirability to express Control as

TABLE 11

DISTRIBUTION OF z SCORES ON INCLUSION DIMENSION OBTAINED FROM FIRO-B INSTRUMENT

	z Scores				
Dimension & Respondent	40 or less	41-50	51-60	61 or more	Number
Expressed Inclusion:					
Elem. Principals	6	9	4	4	23
Sec. Principals	4	8	3	8	23
Superintendents	1	9	9	4	23
Elem. Teachers	8	7	5	3	23
Sec. Teachers	1	14	6	2	23
All Principals	10	17	7	12	46
All Administrators	11	26	16	16	69
All Teachers	9	21	11	5	46
Wanted Inclusion:					
Elem. Principals	9	4	7	3	23
Sec. Principals	7	2	5	9	23
Superintendents	7	4	9	3	23
Elem. Teachers	7	5	2	9	23
Sec. Teachers	5	6	10	2	23
All Principals	16	6	12	12	46
All Administrators	23	10	21	15	69
All Teachers	12	11	12	11	46

TABLE 12

DISTRIBUTION OF z SCORES ON CONTROL DIMENSION OBTAINED FROM FIRO-B INSTRUMENT

Dimension & Respondent	z Scores				
	40 or less	41-50	51-60	61 or more	Number
Expressed Control:					
Elem. Principals	9	9	4	1	23
Sec. Principals	4	4	8	7	23
Superintendents	3	5	12	3	23
Elem. Teachers	10	7	2	4	23
Sec. Teachers	0	12	10	1	23
All Principals	13	13	12	8	46
All Administrators	16	18	24	11	69
All Teachers	10	19	12	5	46
Wanted Control:					
Elem. Principals	6	9	4	4	23
Sec. Principals	8	7	3	5	23
Superintendents	1	11	4	7	23
Elem. Teachers	7	0	12	4	23
Sec. Teachers	4	0	18	1	23
All Principals	14	16	7	9	46
All Administrators	15	27	11	16	69
All Teachers	11	0	30	5	46

compared to a relatively higher willingness to express Control by secondary principals and teachers and by superintendents. These data also suggest that variance on expressed or wanted Control tends to vary from one school to another even though there is a general pattern of degrees of expressed and wanted Control in terms of position.

Affection -- The basic information used to obtain the compatibility measures for the Affection dimension is reported in Table 10. (The higher the number, the more the expressed and wanted Affection.) In general these data indicate that secondary school principals and all teachers are people who desire to express affection and warmth toward others slightly less than do superintendents and elementary school principals. Yet, secondary principals generally appear to be persons who want others to be quite close and personal with them. Thus it would appear that although secondary school principals generally like to act toward others in a relatively impersonal and distant manner, they generally desire others to make overtures toward them in a way that indicates closeness and warmth (Wanted Affection is greater than Expressed Affection). It should be noted, however, that six secondary and five elementary school principals indicate a high desire to express personal and close relationships with others.

Table 13 reports the z scores on the Affection dimension of the FIRO-B instrument. Like the other two reports of z scores, these findings (and the tables presented in Appendix C) indicate that the z scores not only tended to support the interpretations

TABLE 13

DISTRIBUTION OF z SCORES ON AFFECTION DIMENSIONS OBTAINED FROM FIRO-B INSTRUMENT

Dimension & Respondent	z Scores				
	40 or less	41-50	51-60	61 or more	Number
Expressed Affection:					
Elem. Principals	1	10	7	5	23
Sec. Principals	6	9	2	6	23
Superintendents	0	14	4	5	23
Elem. Teachers	1	12	5	5	23
Sec. Teachers	0	14	8	1	23
All Principals	7	19	9	11	46
All Administrators	7	33	13	16	69
All Teachers	1	26	13	6	46
Wanted Affection:					
Elem. Principals	3	14	6	0	23
Sec. Principals	4	4	9	6	23
Superintendents	1	12	8	2	23
Elem. Teachers	3	14	0	6	23
Sec. Teachers	4	16	0	3	23
All Principals	7	18	15	6	46
All Administrators	8	30	23	8	69
All Teachers	7	30	0	9	46

based on median responses and the interquartile range differences in terms of position, but also indicate that variability exists between schools (or principalships) in spite of general "across-the-board" tendencies. All these data indicate the importance of the need to be specific when describing the characteristics of superintendents, principals, and teachers in a particular situation. Generalizations may be useful in describing usual patterns and in comparing a specific situation to such a general "norm," but may not be very accurate in describing selected need-disposition characteristics existing among the persons with whom a particular principal interacts.

Compatibility Findings

The basic data obtained through the FIRO-B instrument was used to determine the degree of compatibility between a principal and his superintendent and between a principal and his teachers in terms of their need-dispositions. The basic findings in each school are reported in the tables presented in Appendix C. Only the general patterns of these findings are reported below, although the discussion of findings is based on total compatibility data.

Inclusion-Dimension -- Reciprocal Compatibility regarding the Inclusion dimension of the FIRO-B instrument indicates the extent to which each person dyad (superintendent-principal) or person-group dyad (principal-teachers) wants to include the other (expressed behavior) and wants to be included by the other (wanted behavior). Reciprocal Compatibility regarding Inclusion results when one member of the dyad (i) wants to include the other member (j) and that member (j) wants to be included by the first member (i), and vice versa. The smaller the discrepancy between each pair of scores (the lower the score), the better will members of the dyad reciprocally satisfy the needs of the other.

Originator Compatibility regarding the Inclusion dimension is concerned with the preference for applying, joining, or always being in interpersonal activities but not wanting to be asked in by others (originate only), as opposed to a preference to never actively participate but waiting to be asked or invited to join (receive only). Originator Compatibility occurs in the Inclusion area when people who very actively initiate activities (expressed behavior) work with those who want to be included (wanted behavior) in such activities. Originator incompatibility arises in the Inclusion dimension in terms of competitive conflict when each of two persons wants only to join the activities he wishes but does not want others to join him. Apathetic conflict arises in the Inclusion dimension when both persons want to be included, but neither will act to join the other.

Interchange Compatibility regarding the Inclusion dimension is concerned with the degree to which people agree on how involved they like to become with other persons, varying from always with others to always alone. High Interchange means high interaction with others in terms of general activities, a desire to associate with others and to have them associate with the self, as opposed to being separated from them and being alone. Incompatibility arises in the Inclusion dimension when a joiner and participator who always likes to do things together (high interchange) must interact with the withdrawn person who prefers to be by himself. The conflict is in terms of disagreement on the amount of interchange in regard to Inclusion.

The compatibility of superintendent and principals and of principals and teachers -- in terms of Reciprocal, Originator, and Interchange compatibility -- on the Inclusion Dimension is reported on Table 14. (The lower the number, either positive or negative, the greater the degree of compatibility.) The data indicate that superintendents and their principals are less compatible regarding Reciprocal Compatibility on this Inclusion dimension than regarding Originator or Interchange Compatibility. Superintendents and their principals are also slightly less compatible than are principals and their teachers on Reciprocal Compatibility. There is a wide range (from 0 to 13) in superintendent-principal Reciprocal Compatibility. Principal-teachers Reciprocal Compatibility in elementary schools is slightly better than in secondary schools.

The Reciprocal incompatibility of superintendent-principal and principal-teachers is partially suggested by the basic information presented in Table 1. Wanted Inclusion is generally lower than Expressed Inclusion. Thus the incompatibility is one where each member of the dyad wants to include the other member, but does not want to be included by the other member (Expressed Inclusion greater than Wanted Inclusion).

TABLE 14

INCLUSION, CONTROL, AND AFFECTION COMPATIBILITIES OF THE PRINCIPAL WITH HIS SUPERINTENDENT AND TEACHERS ON THE FIRO-B INSTRUMENT

		Compatibility[a]								
		Reciprocal			Originator			Interchange		
Dimension	Dyad	Md.	Q1	Q3	Md.	Q1	Q3	Md.	Q1	Q3
Inclusion	Supt.-Elem. Prin.	7	5	10	4	0	6	6	2	8
	Supt.-Sec. Prin.	8	6	10	4	0	6	6	1	9
	Elem. Prin.-Elem-Teach.	5	4	7	3	-1	5	4	2	5
	Sec. Prin. - Sec. Teach.	7	5	9	4	0	7	4	2	6
Control	Supt.-Elem. Prin.	6	4	7	-4	-5	-2	4	2	6
	Supt.-Sec. Prin.	5	3	6	-2	-4	0	3	2	6
	Elem. Prin.-Elem. Teach.	7	5	8	-7	-8	-4	3	1	4
	Sec. Prin.-Sec. Teach.	5	4	6	-3	-5	-2	4	1	6
Affection	Supt.-Elem. Prin.	4	3	8	-2	-4	1	2	1	7
	Supt.-Sec. Prin.	6	4	8	-3	-7	0	3	1	6
	Elem. Prin.-Elem. Teach.	4	3	5	-2	-4	1	2	1	5
	Sec. Prin.-Sec. Teach.	6	4	7	-3	-6	-1	3	1	6

[a] The closer the compatibility score approaches zero (0), the more compatible the members of the dyad.

Turning attention to Originator Compatibility on the Inclusion dimension, the data in Table 2 indicate a slightly more favorable compatibility between superintendents and their principals and between principals and their teachers, although there are some schools -- both elementary and secondary -- where there is high Originator incompatibility between a superintendent and his principals. Thus, the data indicate that school principals who want to rather actively initiate activities tend to work with teachers who want to be included in such activities. The same seems to be somewhat generally true for most of the superintendents in regard to their school principals.

The pattern of Interchange Compatibility on the Inclusion dimension indicates that principal-teacher compatibility is greater than superintendent-principal compatibility, although there is not too high a degree of compatibility in either case. The data suggest, especially in the case of the superintendent-principal dyad, a condition where one person of the dyad likes to do things with others while the other member tends to prefer less interaction or inclusion with others.

Control Dimension -- Reciprocal Compatibility regarding the Control dimension indicates the extent to which a member of a person or person-group dyad wants to control the other (expressed behavior) and wants to be controlled by the other (wanted behavior). The smaller the discrepancy between each pair of scores the better will the members of the dyad reciprocally satisfy the needs of the other (e.g., if A wants to be controlled, B tends to control people).

Originator Compatibility regarding the Control dimension is concerned with discovering if those who wish to dominate and control the activities of others work with those who want to be controlled. A person's expressed and wanted scores reveal the degree of preference for always dominating and controlling others and strongly resisting their influence (originate only), as opposed to preference for always being influenced and controlled and never being influential (receive only). Competitive originator incompatibility occurs when each person of the dyad wants to be dominant and run activities but does not want to be told what to do, i.e., a power struggle exists. Apathetic originator incompatibility occurs when each person of the dyad wants to be told what to do but neither wants to take the initiative in doing it, e.g., a situation with a principal who cannot make decisions and a group of teachers with no initiative.

Interchange Compatibility regarding the Control dimension is concerned with the degree to which people agree on how much of an authority structure they will operate under, varying from entirely structured to entirely unstructured. High Interchange regarding Control means a preference to be both influenced or controlled by others and to influence or control their actions, as opposed to neither influencing nor being influenced by others. Incompatibility arises in the Control dimension when a conformist must interact with a rebel, e.g., the principal who wants to follow the rules of the superintendent and enforce the rules in his own school (high interchange), and his teachers who want to do neither (low interchange).

The Control compatibility of superintendents and principals and of principals and teachers -- in terms of Reciprocal, Originator, and Interchange compatibility -- is reported on Table 14. (The lower the number, either positive or negative, the greater the degree of compatibility.) The data indicate that superintendents and their principals are less compatible regarding Reciprocal Compatibility on this Control dimension than regarding Originator or Interchange Compatibility. Superintendents seem to be very slightly more compatible with their secondary principals than with their elementary principals on this Control dimension. Elementary principals seem to be less compatible with their teachers than do secondary school principals.

The Reciprocal Compatibility of both superintendent-principal and principal-teacher on this Control dimension appears to be rather low. Wanted control is less than Expressed control, resulting in a situation where the superior (superintendent or principal) cannot meet the needs of the subordinate (principal or teacher) because of the relatively low desire to control on the part of the superior in the presence of a rather strong desire to be controlled on the part of the subordinate. This situation seems to exist especially in the elementary schools in regard to principal-teacher Reciprocal Compatibility on this Control dimension.

Originator Compatibility measures of superintendent-principal and principal-teacher dyads reveal a condition of apathetic originator incompatibility. Both superiors (superintendents or principals) and subordinates (principals or teachers) tend to be persons who want to be told what to do but do not want to take the initiative to do it. This condition seems to be more typical of relationships between superintendents and elementary school principals than between superintendents and secondary school principals, although apathetic originator incompatibility is typical of most superintendent-principal dyads. In only five cases in superintendent-secondary principal dyads and in three cases in principal-teacher dyads (all secondary) was there an indication of some degree of competitive originator incompatibility (both members of the dyad want to control others and resist the attempts of others to control them).

Data on Interchange Compatibility on the Control dimension indicate that a reasonably desirable degree of compatibility exists between superintendents and principals and between principals and teachers. This information suggests that school administrators and teachers tend to agree on how much of an authority structure they will operate under. In this case it means a rather unstructured and dependent authority structure where both parties of the dyads want to be influenced.

Affection Dimension -- Reciprocal Compatibility regarding the Affection dimension indicates the extent to which a member of a person or person-group dyad wants to become close and personal with the other (expressed behavior) and wants the other to become close and personal with him (wanted behavior). The smaller the discrepancy between each pair of scores the better will the members of the dyad reciprocally satisfy the needs of the other (e.g., if A tends to become close and personal with people, B wants people to try to become close and personal with him).

Originator Compatibility regarding the Affection dimension is concerned with discovering if those who wish to give affection work with those who want to receive affection. A person's expressed and wanted scores reveal the degree of preference for loving over being loved (originate only), as opposed to the passive role of being loved without loving (receive only). Competitive originator incompatibility occurs when each person of the dyad desires to originate close relations but does not receive them, e.g., a principal who pursues the affection of teachers as an end in itself, but who finds reciprocation rather threatening. Apathetic originator incompatibility occurs when each person of the dyad wants to be liked but does not want to initiate it, e.g., a superintendent and principal who are secretly fond of one another but who are fearful or unwilling to let the other person know of this personal concern.

Interchange Compatibility regarding the Affection dimension is concerned with the degree to which people must agree on the same extent of closeness of personal feelings, of expression of confidences, varying from close and intimate to very cool and distant.

High Interchange regarding Affection means a preference for close personal relations both toward people and from them toward self, as opposed to maintaining affectional distance. Incompatibility arises in the Affection dimension when an affectionate, expressive person who likes others to be the same (high interchange) must interact with a more reserved, distant individual who prefers others to keep their emotional distance (low interchange).

The compatibility of superintendents and principals and of principals and teachers -- in terms of Reciprocal, Originator, and Interchange compatibility -- is reported in Table 10. (The lower the number, either positive or negative, the greater the degree of compatibility.) The data indicate that the degree of superintendent-principal compatibility on the Affection dimension is equivalent to the degree of principal-teacher compatibility on all three measures of compatibility. The general pattern of data also indicates that the degree of median compatibility of superintendents and their secondary principals and of secondary principals and their teachers is slightly less than the degree of median compatibility of superintendents and their elementary principals and of elementary principals and their teachers on this Affection dimension.

The degree of Reciprocal Compatibility of superintendents with their secondary school principals is less than with their elementary school principals, indicating in this case that superintendents generally do not tend to be persons who desire to express relationships close and personal with secondary school principals as much as these secondary school principals generally like people to become close and personal with them.

Originator Compatibility measures on this Affection dimension indicate the presence of a slight degree of apathetic originator incompatibility between superintendents and their principals and between principals and their teachers. This incompatibility tendency is somewhat greater in the case of relationships of superintendents and teachers with secondary school principals than in the case of the relationship of others to elementary school principals. In other words, the data indicate a slight tendency for each person of the superintendent-principal and principal-teacher dyads to want to be liked by others but some unwillingness or lack of a strong desire to initiate a close and personal relationship.

Data on Interchange Compatibility on the Affection dimension indicate a relatively desirable degree of compatibility. Both members of the superintendent-principal and principal-teacher dyads appear to be persons who have a preference for close personal relations both toward people and from them toward self.

Total Compatibility Measures

The preceding data obtained through the FIRO-B instrument raised several additional questions. Could the nature of superintendent-principal and principal-teacher compatibility best be described in terms of the kind of compatibility (Reciprocal, Originator, and Interchange) or in terms of the total degree of compatibility for each dimension (Inclusion, Control, and Affection)?

In which of these terms was there the greatest degree of variability among principalships? In order to answer these questions the compatibility measures of each kind for all dimensions were added together; then the three kinds of compatibility for each dimension were added together resulting in a dimension total compatibility. The results of this procedure are reported in Table 15 and in Tables C14 and C15 in Appendix C.

The data reported in Table 15 indicate that the greatest general incompatibility was in regard to the principal-teacher dyad in terms of Reciprocal compatibility measures; the least in terms of the principal-teacher dyad regarding the Interchange compatibility measures. The interquartile range was least (4) in terms of principal-teacher Reciprocal compatibility. The interquartile range was greatest (10) in regard to superintendent-principal Reciprocal compatibility and superintendent-principal and principal-teacher Interchange compatibility.

In terms of the three major dimensions of the FIRO-B instrument, Table 15 reveals that the greatest general incompatibility was in regard to the superintendent-principal dyad on the Inclusion dimension on all compatibility measures. The least general incompatibility was in regard to the superintendent-principal and principal-teacher dyads on the Affection dimension in terms of all compatibility measures. The greatest interquartile range (10) was in regard to the superintendent-principal dyad on the Inclusion dimension.

These data indicate that the greatest variability using the

TABLE 15

TOTAL COMPATIBILITY MEASURES ON THE FIRO-B INSTRUMENT IN TERMS OF TYPE OF COMPATIBILITY AND DIMENSION

Type and Dimension of Total Compatibility Between Principals and Others		Total Compatibility for All Schools		
		Median	Q1	Q3
Reciprocal	Supt. - Prin.	13	11	21
	Prin. - Teach.	17	15	19
Originator	Supt. - Prin.	12	8	15
	Prin. - Teach.	13	10	16
Interchange	Supt. - Prin.	12	8	18
	Prin. - Teach.	10	8	18
Inclusion	Supt. - Prin.	18	14	24
	Prin. - Teach.	16	12	19
Control	Supt. - Prin.	14	9	17
	Prin. - Teach.	15	11	17
Affection	Supt. - Prin.	11	8	18
	Prin. - Teach.	11	8	15

interquartile range as a measure, among principalships in terms of total compatibility was as follows: (1) for the superintendent-principal dyad -- Total Reciprocal, Interchange, Inclusion, and Affection compatibility; (2) for the principal-teacher dyad -- Total Interchange compatibility. The least variability among principalships was in terms of Total Reciprocal principal-teacher compatibility.

An examination of the individual scores in each school, presented in Tables C14 and C15 in Appendix C, indicates that the greatest deviation or interquartile range in regard to the superintendent-elementary principal dyad occurred in terms of the total Interchange compatibility and total Inclusion dimension scores. The greatest diversity in regard to the superintendent-secondary principal dyad occurred in terms of the total Originator compatibility and total Inclusion dimension scores.

The greatest range in scores in regard to the elementary principal-elementary teacher dyad occurred in terms of the total Interchange compatibility and total Inclusion dimension scores. The greatest range in scores in regard to the secondary principal-secondary teacher dyad occurred in terms of the total Interchange compatibility and total Affection dimension scores.

The greatest divergence in scores in elementary schools and in secondary schools was in regard to the superintendent-principal dyad regarding total Inclusion, Control, and Affection dimension scores. The least divergence in elementary and secondary schools was in regard to the principal-teacher dyad on total Reciprocal, Originator, and Interchange compatibility scores.

These findings suggest that situational differences occur in regard to the nature of and compatibility of need-dispositions of superintendent, principal, and teachers. The data also suggest the likelihood that there is some difference between the elementary and secondary school principalship in terms of the need-dispositions of themselves and those with whom they work.

Consistency of General Decision Preferences

It would be possible to consider the entire study of role expectations and perceptions of school principals as being concerned with the general cognitive patterns of superintendents, principals, and teachers as they relate to the principal's role. The Principal Role Behavior - Content (PRB-C) instrument, the Leadership Behavior Description Questionnaire, and the Semantic Differential Style of Behavior instrument were all aimed at obtaining cognitions regarding a given school principal. However, an "independent measure" of the habitual cognitive patterns of respondents, the Decision Orientation Consistency (DOC) Scale, was also included in the battery of study instruments for several reasons.

The comparison of responses to the Nomothetic and Idiographic items of the PRB-C instrument and the Initiating Structure and Consideration items of the LBDQ would result in certain comparisons between cognitions, but this statistical approach is based on several assumptions. One assumption is that the dimensions of each instrument are somewhat discrete. Another assumption is that responses reflect the respondent's real role expectations and perceptions. Another subsequent assumption is that the differences between expectations and perceptions (the fulfillment of expectations) reflect differences between the respondent's concept of "ideal" behavior for a given principal and the respondent's perception of observed "real" behavior of that principal. An additional assumption is that the respondent indicates his choices in a rational manner and is somewhat consistent in his responses as a result of this assumed rationality. However, it is possible that responses may be random, nonlogical, and that more than one frame of reference is used in responding to items. It was to obtain data as to the validity of these assumptions that the Decision Orientation Consistency Scale was developed.

Two scores were obtained through the DOC Scale: (a) Nomothetic and Idiographic scores, and (b) a Consistency score. (See Chapter III for an explanation of these scores.) Tables C16 and C17 in Appendix C present the basic data concerning each of these scores in terms of each school. It should be noted that complete responses on the Nomothetic and Idiographic scores were obtained from only 17 superintendents and secondary principals and from only 16 elementary principals. Data on z scores for the Consistency measure are presented in Tables C18-C20 in Appendix C.

The Composite Nomothetic and Idiographic Scores of each superintendent and principal included in the present study is reported in Table 16. This table reveals that generally there was as much preference for Nomothetic and Nomothetic-Transactional alternatives as for Idiographic and Idiographic-Transactional

TABLE 16

NOMOTHETIC AND IDIOGRAPHIC SCORES OF SUPERINTENDENTS AND PRINCIPALS ON DECISION ORIENTATION CONSISTENCY SCALE

Responses and Differences in Responses	Dimension						Number
	Nomothetic			Idiographic			
	Md.	Q1	Q3	Md.	Q1	Q3	
Scores							
Superintendents	4	4	6	4	3	4	17
Elem. Principals	4	4	6	4	3	5	16
Sec. Principals	4	4	6	4	3	5	17
Differences in Scores[a]							
Supt. - Elem. Prin.	0	-3	1	0	-1	2	16
Supt. - Sec. Prin.	0	-1	2	-1	-3	2	17

[a] A positive number indicates that the first person had a higher score on the particular dimension than did the second person. A minus (-) number indicates that the first person had a lower score than the second person.

alternatives. Thus it would seem that both superintendents and principals tend to think that both Nomothetic and Idiographic considerations are appropriate, at the same or at different times, in making decisions.

Table 16 also reveals little difference between a given superintendent and a given principal in the extent to which preference is given to these two dimensions. The greatest difference would appear to be between secondary principals and superintendents on the Idiographic Score.

It should be remembered that the higher the Consistency Score, the more consistent the respondent tended to be in his selection of one or more dimensions over the other dimensions. It was possible for the Consistency Score to range from 0 to 20. Table 17 presents the basic information obtained from respondents regarding their degree of consistency in selecting alternatives in the seven items of the DOC Scale. This table also reports the degree of difference in Consistency scores of Superintendent-Principal and of Principal-Teachers. The Consistency Score of teachers is reported in terms of the median score of teachers of a particular school.

These data indicate that superintendents were slightly more consistent than their principals, especially their secondary school principals. Teachers, especially secondary school teachers, seemed to be slightly more consistent than their principals. However, in general, this difference was very slight in most cases although there were several schools (11, 16, 33) in which there

TABLE 17

CONSISTENCY SCORES OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS ON DECISION ORIENTATION CONSISTENCY SCALE

Responses and Differences in Responses	Median	Q1	Q3	Number
Scores				
Superintendents	10	8	14	17
Elementary Principals	10	6	12	16
Secondary Principals	8	8	14	17
Elementary Teachers	10	4	12	23
Secondary Teachers	10	5	12	23
Differences in Scores[a]				
Supt. - Elem. Prin.	0	0	0	16
Supt. - Sec. Prin.	0	-2	4	17
Elem. Prin. - Elem. Teach.	0	-3	2	16
Sec. Prin. - Sec. Teach.	0	-2	4	17

[a] A positive number indicates that the first person was more consistent than the second person. A minus sign (-) indicates that the first person was less consistent (had a lower consistency score) than the second person.

was quite a bit of difference in the degree of consistency of the superintendent and the principal, and in some other schools (11, 12, 16, 26, and 56) there was quite a bit of difference between the principal and his teachers in their Consistency Scores.

It is interesting to note that the Median Consistency Score of all superintendents and of all elementary school principals, and the median school Consistency Score of all teachers, was 10, exactly the median of the possible range of Consistency Scores (0-20). Only secondary school principals as a group (with a Median Consistency Score of 8) fell below this theoretical median.

The translation of basic Consistency scores into z scores provides a more sensitive indication of the relative differences in Consistency scores among groups of respondents in terms of position. These data (Table 18 and Tables C18 -C20 in Appendix C) indicate that school principals and superintendents seemed to be slightly more consistent than were teachers, particularly secondary teachers. These data suggest that position (administrative vs. teacher) may be a factor related to consistency of general decision preference.

Importance of Principal's Tasks

The basic data obtained through the "Importance of Tasks" instrument is presented in Table 19. The lower the number, the more important the task area. The possible range of the separate task area scores reported on Table 19 is from 4 to 16. The score reported for teachers is reported in terms of the median score of individual teachers (elementary, secondary, and total) in each school.

TABLE 18

DISTRIBUTION OF z SCORES ON CONSISTENCY MEASURE OBTAINED FROM DECISION ORIENTATION CONSISTENCY SCALE

	z Scores				
Respondent	40 or less	41-50	51-60	61 or more	Number
Elem. Principals	4	8	2	2	16
Sec. Principals	3	8	2	4	17
Superintendents	3	6	4	4	17
Elem. Teachers[a]	6	3	7	7	23
Sec. Teachers	9	2	10	2	23
All Principals	7	16	4	6	33
All Administrators[b]	10	22	8	10	50
All Teachers	15	5	17	9	46

[a] Teachers are in terms of each school (23 elementary and 23 secondary).

[b] The z scores for principals and for superintendents were computed on data obtained from all principals and superintendents.

TABLE 19

MEDIAN AND RANK ORDER[a] OF RESPONSES REGARDING THE IMPORTANCE OF SELECTED DIMENSIONS OF THE PRINCIPAL'S JOB

Respondent	Dimensions of Job							
	Educational Program		Personnel Development		Community Relations		Maintaining Funds & Facilities	
	Md.	Rank	Md.	Rank	Md.	Rank	Md.	Rank
Superintendent								
Regarding Elem. Prin.	6	2	5	1	7	3.5	7	3.5
Regarding Sec. Prin.	6	2	6	2	7	4	6	2
Elementary Teachers								
Regarding Elem. Prin.	7	2.5	7	2.5	7	2.5	7	2.5
Secondary Teachers								
Regarding Sec. Prin.	7	3	7	3	8	4	7	3
Elementary Principals	6	2.5	5	1	6	2.5	7	4
Secondary Principals	6	1	7	3	7	3	7	3

[a] Rank order should be read horizontally since it was determined in terms of relative importance placed upon each dimension by each class of respondents.

These findings indicate that a relatively high degree of importance was generally placed upon all four task areas by all respondents. The responses of superintendents ranged from 4-12, those of school principals from 4-14, and those of teachers from 4-9 indicating a slightly greater degree of congruity or similarity among teachers than among school administrators regarding these tasks of school principals.

The greatest (though very slight) difference between superintendents and school principals appears between superintendents and elementary principals in regard to Community Relations, and between superintendents and secondary principals in regard to Personnel Development and Funds and Facilities.

In general, there appears to be slightly more difference between principals and teachers than between principals and superintendents in regard to these four task areas. Both elementary and secondary principals see Educational Program and Community Relations as being important slightly more than do teachers. The same condition is true for elementary principals and teachers in regard to Personnel Development.

Even though the differences in the scores of superintendents and principals and the median scores of teachers is small, a rank ordering of the importance of the four task areas based on these scores tends to dramatize (and exaggerate) the way these three different groups of persons tended to view the four task areas. The result of this rank order is also reported in Table 19. The most important task is ranked 1 and the least important is ranked 4.

One of the most interesting findings of this ordering of scores is that teachers see little difference in the relative importance of these tasks. Elementary principals see greater differences in the relative importance of the tasks than do secondary school principals. Superintendents see greater relative degrees of importance regarding these tasks for elementary school principals than for secondary school principals. Generally, these data suggest that Personnel Development and Educational Program are seen by all groups as being more important task areas for school principals than Funds and Facilities and Community Relations.

Table 20 attempts to summarize general superintendent-principal, principal-teacher, and superintendent-teacher total differences regarding these four task areas. The Median difference for all schools suggests that the greatest difference (7) occurred between principals and teachers, but the Inter-Quartile range for all schools indicates that the greatest range in differences (8) occured in superintendent-principal scores. Table 20 also suggests the possibility that there was less difference between superintendents and secondary school principals than between superintendents and elementary school principals.

Significant Relationships Between Independent Variables

The relationship between the scores on each of the instruments used to obtain information on the independent variables of the study was investigated through the use of a chi square test. All possible relationships were investigated. The only significant relationships discovered (Table 21) are those listed below:

TABLE 20

DIFFERENCE BETWEEN SUBJECTS IN EACH SCHOOL ON SCORES ON ALL TASK AREAS ON IMPORTANCE OF TASK INSTRUMENT

	Differences Between								
	Superintendent and Principal			Principal and Teachers			Superintendent and Teachers		
Type of School	Md.	Q1	Q3	Md.	Q1	Q3	Md.	Q1	Q3
Elementary Schools	6	5	9	7	5	9	6	3	8
Secondary Schools	6	5	8	6	5	7	5	3	7
All Schools	6	5	13	7	5	8	5	3	7

1. The length of Tenure of elementary and secondary teachers was related significantly (.05 level) to the amount of principal-teacher Control Compatibility on the FIRO-B instrument. This was a direct relationship (i.e., the greater the length of tenure of the teachers in a given school, the more compatible were the responses of teachers and the principal on Control dimensions (expressed and wanted Control) on the FIRO-B instrument). (Chi square = 4.72)

2. The Size of secondary schools (not elementary schools) was related significantly (.05 level) to the amount of principal-teacher agreement on the importance that the principal should attach to tasks related to Curriculum and Instruction. Developing Personnel, Community Relations, and Maintaining Funds and Facilities. This was a direct relationship (i.e., the larger the size of the secondary school, the greater the amount of principal-teacher agreement on the importance of given tasks for the school principal). (Chi square = 5.25)

3. The Size of the secondary school (not of the elementary school) was related significantly to the secondary principals' Traditional score on the Differential Values Inventory.

4. The Age of the secondary principal (not of the elementary principal) was related significantly to the principal's Wanted Affection score on the FIRO-B instrument.

5. There was a significant relationship between the superintendents' response on the Traditional score of the Differential Values Inventory and their response on the Consistency score on the Decision Orientation Consistency Scale.

6. Relationships between the FIRO-B responses of the same subject:

    a. For elementary school principals there was a significant chi square relationship between

        (1) Expressed Inclusion and: Expressed Control, Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection;

        (2) Expressed Control and: Expressed Affection, Wanted Inclusion, Wanted Control, and Wanted Affection;

        (3) Expressed Affection and: Wanted Inclusion, Wanted Control, and Wanted Affection;

        (4) Wanted Inclusion and: Wanted Control and Wanted Affection;

        (5) Wanted Control and Wanted Affection

b. For secondary school principals there was a significant chi square relationship between

   (1) Expressed Control and: Wanted Inclusion and Wanted Affection;

   (2) Wanted Inclusion and: Wanted Affection

c. For superintendents there was a significant chi square relationship between Wanted Inclusion and Wanted Affection.

d. For elementary and secondary teachers there was a significant chi square relationship (.01 level) between Expressed Control and Wanted Affection. This was an inverse relationship.

7. Relationships between the FIRO-B responses of different subjects:

   a. The amount of Compatibility between both Elementary and Secondary Principals and their Teachers regarding total Control Compatibility (wanted and expressed Control on the FIRO-B instrument) was related significantly (.05 level) to the amount of Compatibility between Elementary and Secondary Principals and their Teachers regarding total Affection Compatibility (wanted and expressed Affection on the FIRO-B instrument). This was an inverse relationship (i.e., the greater the degree of total principal-teacher Compatibility on Control, the less was the degree of total principal-teacher Compatibility on Affection). (Chi square = 4.47)

   b. On the other hand, the amount of Compatibility between a Superintendent and both his Elementary and Secondary Principals regarding total Control Compatibility was significantly directly related (.05 level) to the amount of their Compatibility regarding total Affection Compatibility (i.e., the greater the degree of Superintendent-Principal Compatibility on Control, the more was the Superintendent-Principal Compatibility on Affection). (Chi square = 4.53)

   c. The amount of Inclusion Interchange Compatibility (Ixk) between a Superintendent and his Elementary Principal (not his Secondary Principal) was related significantly (.05 level) to the degree of Interchange Compatibility of the Superintendent and his Elementary Principal on Affection (Axk). This was a direct relationship (i.e., the greater the Superintendent-Elementary Principal Inclusion Interchange Compatibility, the greater the Superintendent-Elementary Principal Affection Interchange Compatibility). (Chi square = 4.43)

The summary of these findings, reported in Table 21, indicate that the relationships between responses to the instruments measuring independent variables present a pattern that differs according to position. Thus, it would appear that elementary principals differ from secondary principals in terms of (a) need-disposition patterns, (b) principal-teacher agreement on importance of principal's tasks, and (c) the size of the school as related to general social values and wanted Affection from others. These data also suggest that superintendents tend to differ from school principals in some respects.

Reliability of Independent Variables Instruments

Since most of the instruments used to measure independent variables had been used in previous research, no attempt was made to discover the reliability of these instruments by administering them to respondents on two different occasions. They were administered to respondents only during the first visit to participating schools. However, an attempt was made to discover the reliability of teachers' responses by using the Kuder-Richardson reliability coefficient (Formula 21). In addition, some indication of the distribution and variability in the responses of superintendents and principals was obtained. These data are presented in Tables 22 and 23.

These data indicate that even the non-rigorous Kuder-Richardson statistic suggests that only two dimensions (Rejection score on the Differential Values Inventory and the Wanted Inclusion score on the FIRO-B) had a reliability coefficient that was reasonably

TABLE 22

MEANS, STANDARD DEVIATION, AND RELIABILITY COEFFICIENTS BASED ON MEDIAN RESPONSES OF TEACHERS IN EACH SCHOOL ON INDEPENDENT VARIABLES INSTRUMENTS

Instrument and Variable	Mean	S.D.	Reliability Coefficient
Decision Orientation Consistency Score	9.67	1.55	.48
Differential Values Inventory (Trad. Score)	19.07	1.45	.397
Differential Values Inventory (Rej. Score)	48.79	4.07	.81
FIRO-B			
Expressed Inclusion	5.24	.95	.54
Expressed Control	2.02	1.74	.73
Expressed Affection	3.56	.86	.58
Wanted Inclusion	2.87	1.95	.89
Wanted Control	4.89	.64	.38
Wanted Affection	5.11	.77	.65

[a] Kuder-Richardson reliability coefficient (Formula 21) based on all teachers' original responses obtained through first visit to schools.

TABLE 23

MEANS AND STANDARD DEVIATIONS OF SUPERINTENDENTS' AND PRINCIPALS' RESPONSES ON INDEPENDENT VARIABLES INSTRUMENTS

Instrument and Variable	N	Mean	S.D.
Decision Orientation Consistency	50	10.06	3.13
Differential Values Inventory (Trad.)	61	19.19	3.3
Differential Values Inventory (Rej.)	61	48.29	15.0
FIRO-B			
Expressed Inclusion	69	5.71	1.96
Expressed Control	69	3.71	2.63
Expressed Affection	69	4.51	2.24
Wanted Inclusion	69	4.45	3.63
Wanted Control	69	5.03	1.88
Wanted Affection	69	5.69	2.20

acceptable (above .80). This finding does not necessarily devalue the instruments, but it does suggest the caution that should be employed in assuming reliability of responses for all groups to whom these instruments are administered. These data also indicate the relative superior reliability of the Rejection score over the Traditional score on the Differential Values Inventory, suggesting that the modification made by the research staff in the scoring of this instrument adds considerable strength to the value of the instrument.

Summary of Basic Findings on Independent Variables

The basic findings obtained through the instruments used to measure the independent variables of the study are summarized below. Excluded from this summary are the relationships between independent variables.

1. Superintendents, principals, and teachers thought that Curriculum and Instruction, Personnel Development, Community Relations, and Maintaining Funds and Facilities were all important tasks of both the elementary and secondary school principal.

   More slight differences do occur between principals and teachers than between superintendents and principals. Both elementary and secondary principals placed slightly more importance upon Curriculum and Instruction and upon Community Relations than did teachers; elementary principals placed slightly more importance upon Personnel Development than did elementary teachers.

2. With few exceptions, superintendents, principals, and teachers tend to prefer Traditional Values (Puritan moral values, Individualism, Work-success ethic, and Future-time orientation) more than Emergent Values (Relative morale values, Conformity, Sociability, and Present-time orientation).

   However, in general, although there was a preference for Traditional Values, there was not a strong rejection of Emergent Values indicating an "open-minded" or "both/and" orientation rather than a "closed-minded" or "either/or" orientation.

. Superintendents, principals, and teachers evidenced an average desire to be with and interact with other people, although this was slightly less typical of elementary principals. (FIRO-B, Expressed Inclusion).

. Superintendents and secondary school principals wanted others to interact and mingle with them more than did elementary principals and elementary and secondary teachers (FIRO-B, Wanted Inclusion).

. In a given situation there was evidence of superintendent-principal and principal-teacher incompatibility (Reciprocal Incompatibility) in terms of the superior wanting to include the subordinate (Expressed Inclusion) while the subordinate did not want to be included (Wanted Inclusion).

. Superintendents, principals, and teachers evidenced that their desire to be controlled by others (Wanted Control) was greater than their desire to control (Expressed Control). This was slightly more typical of teachers, especially elementary school teachers.

. The typical individual school system and school situation was a condition of superintendent-principal and principal-teacher incompatibility regarding Control. (FIRO-B)

   a. The superior (superintendent or principal) cannot meet the needs of the subordinate (principal or teacher) because of the relatively low desire to control on the part of the superior in the presence of a strong desire to be controlled on the part of the subordinate (Reciprocal Incompatibility).

   b. Both superiors (superintendent or principal) and subordinates (principal or teacher) tended to be persons who want to be told what to do but do not want to take the initiative to do it (Apathetic Originator Incompatibility). This condition was more typical of superintendent-elementary school compatibility. All cases of competitive originator incompatibility (both members want to control others and resist attempts of others to control them) occurred in superintendent-secondary principal or secondary principal-teacher situations (8 cases in all).

   c. There was compatibility between superintendents and principals and between principals and teachers on how much of an authority structure they will operate under -- a rather unstructured and dependent authority structure where both parties want to be influenced (Control Interchange Compatibility).

8. Secondary school principals and all teachers (elementary and secondary) tend to be persons who desire to express affection and warmth toward others (Expressed Affection) slightly less than do superintendents and elementary school principals. Yet, secondary school principals generally appear to be persons who want others to make overtures to them in a way that indicates closeness and warmth (Wanted Affection).

9. Superintendents generally don't tend to be persons who desire to express close and personal relationships with their secondary school principal as much as these secondary school principals generally like people to be close and personal with them (Affection Reciprocal Incompatibility).

10. In superintendent-principal and principal-teacher relationships in individual situations there is a slight tendency for each person to want to be liked by others, but some unwillingness or lack of a strong desire to initiate a close and personal relationship with others (Affection Apathetic Originator Incompatibility.)

CHAPTER VII

BASIC FINDINGS REGARDING DEPENDENT VARIABLES

Data concerning the dependent variables of the research design were obtained through five major instruments: Principal Role Behavior - Content (PRB-C), Leadership Behavior Description Questionnaire (LBDQ), Semantic Differential Style of Behavior (S-D), General Conditions in Your School (morale instrument), and an Interview Schedule. It is the purpose of this chapter to report the basic information obtained through each of these five instruments and to indicate the relationships found between these instruments. In addition, the reliability of both the dependent and independent variable instruments will be discussed in terms of implications for interpretation of findings.

In Chapter VIII major attention will be given to the relationships between the multiple responses obtained from superintendents, principals, and teachers through the PRB-C instrument. This latter discussion, because of its length and its importance to the study as a whole, is given special treatment and is not emphasized in the material that follows.

Principal Role Behavior - Content

The Principal Role Behavior - Content instrument was the major instrument used to obtain information about the school principal's second order cognitions (attributed expectations and perceptions, and ausvalued expectations). It was also used (like the LBDQ and S-D instruments) to obtain information concerning the first order cognitions (expectations and perceptions) of principals, superintendents, and teachers regarding the role of a specified school principal.

The general nature of the first and second-order role expectations and perceptions held by various subjects regarding the school principal are reported in Tables 24 through 27. These tables report the mean weighted score of each superintendent and principal and the average school median weighted score of the teach[illegible] in each school, plus the rank order of these mean weighted scores in terms of the two major dimensions (Nomothetic and Idiographic) on each of the four task areas (Curriculum and Instruction, Personnel Development, Community Relationships, and Maintaining Funds and Facilities).

These findings indicate (in Table 24) that superintendents and elementary and secondary school principals held role expectations that indicate that the school principal should emphasize Idiographic behavior slightly more than Nomothetic behavior in all four task areas, especially in regard to Personnel Development. It is interesting to note that both superintendents and elementary principals felt that both Nomothetic and Idiographic behavior in Regard to Maintaining Funds and Facilities was very desirable, while the secondary principals saw Idiographic behavior quite a bit more desirable than Nomothetic behavior in this task area.

TABLE 24

MEAN AND RANK ORDER OF WEIGHTED "SHOULD" RESPONSES OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS ON PRB-C INSTRUMENT

Cognition and Respondent		Task Area and Dimensions									
		Curriculum and Instruction		Personnel Development		Community Relationships		Maintaining Funds and Facilities		Total	
		Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.
Superintendent -- "Prin X should":											
Elem. Prin.	Mean	10.22	10.61	11.83	8.69	12.74	11.65	10.13	7.87	44.91	39.26
	Rank Order	4	5	7	2	8	6	3	1		
Sec. Prin.	Mean	10.69	10.69	11.35	9.09	12.65	10.96	9.57	7.57	44.26	38.30
	Rank Order	4.5	4.5	7	2	8	6	3	1		
All Prin.	Mean	10.46	10.65	11.59	8.89	12.69	11.30	9.85	7.72	44.59	38.78
	Rank Order	4	5	7	2	8	6	3	1		
Elem. Principal -- "I should"	Mean	8.52	9.22	10.78	8.48	10.74	10.23	8.39	7.04	38.43	35.00
	Rank Order	4	5	8	3	7	6	2	1		
Sec. Principal -- "I should"	Mean	8.39	8.04	9.52	8.17	11.52	10.30	9.35	7.43	38.78	33.95
	Rank Order	4	2	6	3	8	7	5	1		
All Principals --	Mean	8.46	8.63	10.15	8.33	11.13	10.26	8.87	7.24	38.61	34.48
	Rank Order	3	4	6	2	8	7	5	1		
Elem. Teachers -- "My Prin. should"[a]											
	Mean	3.27	3.23	2.52	3.23	2.71	2.81	6.49	2.87	14.99	12.14
	Rank Order	2	3.5	8	3.5	7	6	1	5		
Sec. Teachers -- "My Prin. should"[a]											
	Mean	3.08	3.39	2.56	3.31	2.69	2.97	3.42	3.78	11.76	13.44
	Rank Order	5	3	8	4	7	6	2	1		
All Teachers --	Mean[a]	3.13	3.35	2.55	3.29	2.69	2.93	4.19	3.65	12.58	13.11
	Rank Order	5	3	8	4	7	6	1	2		

[a] Since these data are based on median numbers of teachers who marked the items on each dimension "high" (1, 2, or 3 on the 6-point continuum) the higher the mean for teachers the greater the weight given to the dimension in each task area. The opposite is true for the scores of principals and superintendents since these were based on the actual weighted score of each respondent on each item in terms of dimension and task area. The lower the mean, the more important the weight, hence the rank order numeration for superintendents and principals.

Secondary principals also appeared to place more importance on Idiographic behavior in Curriculum and Instruction than did superintendents and elementary principals.

These data also indicate that elementary teachers tended to prefer Nomothetic more than Idiographic behavior on the part of their principal, while secondary teachers tended to prefer Idiographic behavior on the part of their principal. This finding suggests that some caution needs to be exercised in the popular tendency to suggest that elementary teachers tend to prefer a more "personal touch" in administration.

Superintendents and elementary and secondary principals perceive (Table 25) both the elementary principal and the secondary principal actually exhibiting more Idiographic than Nomothetic behavior. The pattern here, in terms of the four task areas, is similar to that regarding role expectations of the school principal.

Both elementary and secondary school principals (Table 26) perceive their superintendent and teachers expecting them to exhibit more Idiographic than Nomothetic behavior. In addition, both elementary and secondary school principals think that both their superintendent and teachers should expect them to exhibit more Idiographic than Nomothetic behavior. Both elementary and secondary school principals think that their teachers perceive them as giving more emphasis to Idiographic behavior than to Nomothetic behavior. However, elementary principals think their superintendent perceives them as giving slightly more emphasis to Nomothetic than Idiographic behavior, while secondary principals think their

TABLE 25

MEAN AND RANK ORDER OF WEIGHTED "DOES" RESPONSES OF SUPERINTENDENTS AND PRINCIPALS ON PRB-C INSTRUMENT

Cognition and Respondent		Task Area and Dimensions									
		Curriculum and Instruction		Personnel Develop-ment		Community Relation-ships		Maintaining Funds and Facilities		Total	
		Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.
Superintendent --											
"Prin. X does":											
Elem. Prin.	Mean	11.05	12.59	13.27	10.45	14.09	13.36	12.41	9.50	50.82	45.86
	Rank Order	3	5	6	2	8	7	4	1		
Sec. Prin.	Mean	10.09	11.09	12.68	9.95	13.91	12.82	11.41	8.91	48.09	42.77
	Rank Order	3	4	6	2	8	7	5	1		
All Prin.	Mean	10.57	11.84	12.98	10.20	14.00	13.09	11.91	9.20	49.45	44.32
	Rank Order	3	4	6	2	8	7	5	1		
Elem. Principal --											
"I do"	Mean	10.43	11.83	11.61	9.04	11.00	11.78	9.00	7.43	42.04	40.57
	Rank Order	4	8	6	3	5	7	2	1		
Sec. Principal --											
"I do"	Mean	9.68	10.14	11.64	8.73	11.95	11.91	9.86	8.09	45.00	38.86
	Rank Order	3	5	6	2	8	7	4	1		
All Principals --											
"I do"	Mean	10.07	11.00	11.62	8.89	11.47	11.84	9.42	7.76	43.49	39.73
	Rank Order	4	5	7	2	6	8	3	1		

TABLE 26

MEAN AND RANK ORDER OF WEIGHTED SECOND ORDER COGNITIONS OF ELEMENTARY AND OF SECONDARY SCHOOL PRINCIPALS ON THE PRB-C INSTRUMENT

Cognition and Respondent	Task and Area Dimensions									
	Curriculum and Instruction		Personnel Develop-ment		Community Relation-ships		Maintaining Funds and Facilities		Total	
	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.
Elementary Principals										
"My Supt. expects me to"										
Mean	9.35	10.78	10.43	8.30	10.22	10.61	8.52	7.32	38.52	36.65
Rank Order	4	8	6	2	5	7	3	1		
"My Teach. expect me to"										
Mean	9.87	9.91	12.43	9.91	11.69	10.83	8.26	7.39	42.34	37.83
Rank Order	3	4.5	8	4.5	7	6	2	1		
"My Supt. perceives that I"										
Mean	11.00	12.61	10.61	9.30	10.09	11.48	8.91	7.74	40.52	41.13
Rank Order	6	8	5	3	4	7	2	1		
"My Teach. perceive that I" Mean	10.61	11.83	12.30	9.65	10.87	11.26	8.96	8.00	42.74	40.74
Rank Order	4	7	8	3	5	6	2	1		
"My Supt. should expect me to" Mean	8.52	9.87	11.30	8.48	11.09	11.04	8.91	7.30	39.26	36.69
Rank Order	3	5	8	2	7	6	4	1		
"My Teach. should expect me to" Mean	8.96	8.78	12.13	8.22	11.52	10.43	7.91	6.57	40.52	34.00
Rank Order	5	4	8	3	7	6	2	1		
Secondary Principals										
"My Supt. expects me to"										
Mean	8.57	8.69	9.39	9.69	11.74	10.96	9.57	7.30	39.26	36.65
Rank Order	2	3	4	6	8	7	5	1		
"My Teach. expects me to"										
Mean	9.48	9.13	12.52	9.65	12.13	11.39	10.22	8.13	44.26	38.69
Rank Order	3	2	8	4	7	6	5	1		

TABLE 26 (Continued)

Cognition and Respondent	Task and Area Dimensions									
	Curriculum and Instruction		Personnel Development		Community Relationships		Maintaining Funds and Facilities		Total	
	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.
"My Supt. perceives that I" Mean	9.64	10.09	10.50	9.41	12.32	11.77	9.64	8.36	42.09	39.68
Rank Order	3.5	5	6	2	8	7	3.5	1		
"My Teach. perceive that I" Mean	10.77	10.59	12.36	10.23	12.55	10.27	10.73	8.82	46.41	41.64
Rank Order	6	4	7	2	8	3	5	1		
"My Supt. should expect me to" Mean	8.91	8.64	9.59	7.64	11.09	11.00	8.73	7.23	38.27	34.50
Rank Order	5	3	6	2	8	7	4	1		
"My Teach. should expect me to" Mean	8.86	8.27	11.14	8.18	11.27	10.95	8.82	7.27	40.09	34.68
Rank Order	5	3	7	2	8	6	4	1		

superintendent perceives them as giving more emphasis to Idiographic behavior than to Nomothetic behavior. Table 27 summarizes these second-order cognitions of school principals.

Although these patterns appear to represent the general nature of the role expectations and perceptions of superintendents, principals, and teachers regarding the school principal, the data reported in Table 28 suggests that deviation from this general pattern does exist in individual principalships. The data in this table were obtained by comparing the raw scores of each principal with the raw scores of his superintendent and the median score of the teachers in his school. They represent the "typical" difference between a given school principal and his superintendent and teachers on role expectations and perceptions. The median differences suggest a greater difference between a principal and his superintendent on role expectations than between a principal and his teachers.

On role perceptions there is a different pattern, not in terms of medians but in terms of interquartile range. The medians on perceptions indicate a similar degree of difference between principals and superintendents and between principals and teachers. However, the range of difference is greater between secondary principal and superintendent than between elementary principal and superintendent. On the other hand, the range of difference is greater between elementary principals and their teachers than between secondary principals and their teachers.

TABLE 27

MEAN AND RANK ORDER OF WEIGHTED SECOND ORDER COGNITIONS OF ALL PRINCIPALS ON THE PRB-C INSTRUMENT

Cognition	Task Area and Dimensions									
	Curriculum and Instruction		Personnel Development		Community Relationships		Maintaining Funds and Facilities		Total	
	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.
"My Supt. expects me to"										
Mean	8.96	9.74	9.91	9.00	10.98	10.78	9.04	7.26	38.89	36.65
Rank Order	2	5	6	3	8	7	4	1		
"My Teachers expect me to"										
Mean	9.67	9.51	12.48	9.78	11.91	11.11	9.24	7.76	43.30	38.28
Rank Order	4	3	8	5	7	6	2	1		
"My Supt. perceives that I"										
Mean	10.33	11.38	10.56	9.36	11.18	11.62	9.27	8.04	41.29	40.42
Rank Order	4	7	5	3	6	8	2	1		
"My Teachers perceive that I"										
Mean	10.69	11.22	12.33	9.93	11.69	10.78	9.82	8.40	44.53	41.18
Rank Order	4	6	8	3	7	5	2	1		
"My Supt. should expect me to"										
Mean	8.71	9.27	10.47	8.07	11.09	11.02	8.82	7.27	38.76	35.62
Rank Order	3	5	6	2	8	7	4	1		
"My Teachers should expect me to"										
Mean	8.91	8.53	11.64	8.20	11.40	10.69	8.36	6.91	40.31	34.33
Rank Order	5	4	8	2	7	6	3	1		

TABLE 28

MEAN DIFFERENCE BETWEEN THE RESPONSES OF PRINCIPALS AND OTHERS BY PRINCIPALSHIP ON PRB-C INSTRUMENT

ition and Paired Responses	Q1	Median	Q3	Interquartile Range	Total Range
xpectations ("Should")					
Supt.-Elem. Prin	18	12	6	12	2-2
Supt.-Sec. Prin.	16	14	8	8	2-24
Supts.-All Principals	16	14	8	8	2-24
Elem. Prin.-Elem Teachers	14	8	6	8	2-22
Sec. Prin.-Sec Teachers	14	8	4	10	2-26
All Prins.-All Teachers	14	8	4	10	2-26
Perceptions ("Does")					
Supt.-Elem. Prin.	18	12	10	8	2-28
Supt.-Sec. Prin.	22	12	4	18	0-26
Supts-All Principals	20	12	6	14	0-28
Elem. Prin.-Elem. Teachers	20	10	6	14	2-30
Sec. Prin.-Sec. Teachers	14	10	6	8	0-28
All Principals-All Teachers	16	10	6	10	0-30

Inter-Position Analyses

The basic data on role expectations and perceptions of school principals indicated the need to analyze the responses from the incumbents of two different positions in a particular principalship (school situation). Two types of analyses were made. The first used the chi square statistic, using Yates' correction for small samples, which compared the above median (high) responses (Usually, Often, and Sometimes) with the below median (low) responses (Seldom, Rarely, Never). These chi square relationships are reported only in terms of Nomothetic and Idiographic dimensions, and only the statistically significant relationships in a given principalship are reported (Tables 29 and 30). The second analysis was a Spearman rank order correlation of the mean weighted responses of the incumbents of various positions in terms of the Nomothetic and Idiographic dimensions on each of the four task areas (using the rank order data reported in Tables 24 and 25).

Chi Square Relationships on Expectations -- Table 29 reports the statistically significant relationships between the responses of each principal regarding "I should" with the responses of his superintendent and his teachers regarding "My Principal should." Plus signs (+) indicate that the relationship is direct (Principal high and superintendent high or principal low and superintendent low) and minus signs (-) indicate the relationship is indirect (principal high and superintendent low or principal low and superintendent high).

These data indicate that there was at least one significant relationship between the responses of a superintendent and a principal, or between the responses of a principal and his teachers, in only thirteen of the twenty-six school systems and in only twenty-two (12 elementary and 10 secondary) of the forty-six schools included in the study. There was a total of twenty-nine significant relationships, twelve of these were direct (correspondence) and seventeen were inverse (lack of correspondence); nineteen were in regard to the Nomothetic dimension and ten were in regard to the Idiographic dimension. There were twelve direct relationships between the responses of a superintendent and a principal (8 Nomothetic and 4 Idiographic); no direct relationships between the responses of a principal and his teachers. There were six inverse relationships between the responses of a superintendent and a principal (4 Nomothetic and 2 Idiographic); eleven inverse relationships between the responses of a principal and his teachers (7 Nomothetic and 4 Idiographic). The greatest correspondence as well as the greatest divergence in responses between a principal and his superintendent and his teachers were in regard to the Nomothetic dimension (8 direct and 11 inverse for Nomothetic and 4 direct and 6 inverse for Idiographic).

It is important to note that in all cases where there was a significant inverse relationship between the expectation of a superintendent and a principal on both the Nomothetic and Idiographic dimensions (a significant difference in expectations), the superintendent thought the principal should place more emphasis on each dimension than the principal thought he should. The same

TABLE 29

SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN RESPONSES OF A PRINCIPAL AND HIS SUPERINTENDENT AND TEACHERS ON ROLE EXPECTATIONS REGARDING THE PRINCIPAL

System	School	Superintendent - Principal		Teachers - Principal	
		Nomothetic	Idiographic	Nomothetic	Idiographic
A	11	+ 4.664**			
	12			- 5.128**	- 2.920*
C	15			- 5.268**	
	16				- 5.128**
D	17		+ 8.166***		
E	19	+ 9.890***			
	20	+ 9.890***			
F	21		- 2.926*		- 3.909**
	22	- 2.920*			
G	23	+ 7.127***			
	24	+ 9.893***			
I	28				- 2.920*
J	29			- 5.128**	
K	31	- 3.130*		-13.800****	
	32			- 5.560**	
L	33		+ 3.790*		
	34	+ 3.790*	+ 3.790*		
N	38	+ 5.128**			
O	39		+ 3.790*		
	40	+ 3.333*			
R	49	- 5.128**	- 3.790*	- 2.920*	
	50	- 3.790*		- 3.790*	
Total					
Direct		8	4	0	0
Inverse		4	2	7	4

* P = < .10
** P = < .05
*** P = < .01
**** P = < .001

Odd numbered schools = Secondary
Even numbered schools = Elementary

pattern held true for all the inverse relationships between the expectations of a principal and his teachers, the teachers placing significantly more emphasis on the dimension than did the principal.

Chi Square Relationships on Perceptions --

First Order Role Perceptions -- Table 30 indicates the statistically significant relationships, direct and inverse, between the responses of each principal and his superintendent and his teachers regarding their "I do" and "He does" responses, respectively. Direct relationships are indicated by a plus sign (+) and inverse relationships by a minus sign (-).

These findings indicate that there was at least one significant relationship, either direct or inverse, in fourteen of the twenty-six school systems and in nineteen (8 elementary and 11 secondary) of the forty-six schools participating in the project. There was a total of twenty-eight significant relations, nineteen direct and nine inverse. Twenty-one of these significant relationships were in regard to the Nomothetic dimension and seven were in regard to the Idiographic dimension. There were nine direct relationships (7 Nomothetic and 2 Idiographic) between the perceptions of a principal and his superintendent in regard to the principal's behavior, and four inverse relationships (3 Nomothetic and 1 Idiographic). Between a principal and his teachers there were ten direct relationships (7 Nomothetic and 3 Idiographic) in four elementary and six secondary schools, and five inverse relationships (4 Nomothetic and 1 Idiographic) in three elementary and two secondary schools. This means there were nineteen direct and nine

TABLE 30

SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN RESPONSES OF A PRINCIPAL AND HIS SUPERINTENDENT AND TEACHERS ON ROLE PERCEPTIONS REGARDING THE PRINCIPAL'S BEHAVIOR

	Superintendent-Principal		Teachers - Principal	
	Nomothetic	Idiographic	Nomothetic	Idiographic
A 11			+2.900*	
B 14	-5.120**		-6.222**	
D 17			+4.110**	+4.830**
E 19	+3.640*		+4.980**	
F 22			-7.635***	
G 24	+4.167**			
H 25			+3.030*	
26			+8.166***	+4.666**
I 28		-2.920*		
J 29			-5.560**	-2.920*
K 31	+6.130**		+12.950****	
32			-3.640*	
M 35		+5.12**		
Q 45	+4.990**			
47	+4.664**			
R 49	-8.860***			
50	-3.790*			
T 53	+8.860***			
54	+8.290***	+3.790*	+3.640*	+6.580**
Total				
Direct	7	2	7	3
Inverse	3	1	4	1

* P = <.10
** P = <.05
*** P = <.01
**** P = <.001

Odd numbered schools = Secondary
Even numbered schools = Elementary

inverse significant relationships between the principal's perception of his own behavior and the perceptions of his superintendent and/or his teachers regarding his behavior.

It is important to note the nature of the instances where there was a statistically significant inverse relationship between the perceptions of a principal and his superintendent and/or teachers. In all cases where there was a significant difference between the perceptions of a principal and the perceptions of his superintendent and/or teachers regarding his behavior, the principal saw himself as giving significantly less emphasis to either Nomothetic or Idiographic behavior than did his superintendent and/or teachers.

Comparing Tables 29 and 30 seems to suggest that there were more instances of correspondence between the principal and his superintendent and/or teachers concerning the way he actually behaves (perceptions) than there were instances of correspondence on the way he should behave (expectations)....a ratio of 18-12. Supporting this conclusion is the indication of fewer instances where there was a significant difference in perceptions (9) and a greater number of instances where there were significant differences in expectations (17).

Another comparison of Tables 29 and 30 reveals that 11 of the 29 schools indicating a significant relationship between perceptions on Table 30 were included in the 22 schools on Table 29 where there was a significant relationship between expectations. These schools are Schools, 11, 17, 19, 22, 24, 28, 29, 31, 32, 49, and 50. In all cases except one (School 31) where the relationship on Table 29 (expectations) was positive, there was also a positive relationship on Table 30 (perceptions). Similarly, when there was a negative relationship on Table 29, there was also a negative relationship on Table 30. In Schools 11, 12, 19, and 24 there were significant agreements on both expectations and perceptions while in Schools 22, 28, 29, 32, 49, and 50 there were significant disagreements on both expectations and perceptions. (These schools might be classified as "low conflict" and "high conflict" schools in terms of expectations and perceptions.) These findings suggest the probability that the agreement between the principal and his superintendent and/or teachers on both expectations and perceptions concerning his role is somewhat related to the specific situation in which the principal works.

Rank Order Correlation of Role Expectations -- In order to get an "across-the-board" picture of the relationship between the expectations held by the incumbents in terms of the relative importance attached to Nomothetic and Idiographic behavior of different positions in all schools, for each of the four task areas, rank order correlations were computed. Table 31 indicates that there was a significant positive correlation between the expectations of superintendents and principals, between the expectations of elementary and secondary principals, and between the expectations of principals and their teachers regarding the principal's role. However, there was no correlation between the expectations of elementary teachers for their principal and the

TABLE 31

RANK ORDER CORRELATIONS REGARDING EXPECTATIONS OF THE PRINCIPAL'S ROLE BASED ON WEIGHTED RESPONSES ON PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

Respondent	Respondent									
	Supt.: "Elem. Prin. should"		Supt.: "Sec. Prin. should"		Elem. Prin.: "I should"		Elem. Teach.: "My Prin. should"		Sec. Teach.: "My Prin. should"	
	r_s	P	r_s	P	r_s	P	r_s	P	r_s	P
Elem. Prin.: "I should"	.9524	<.01					.7203	<.05		
Supt.: "Elem. Prin. should"			.9941	<.01						
Sec. Prin.: "I should"			.8155	<.01	.7143	<.05			.8857	<.05
Sec. Teachers: "My Prin. should"							.6745	NS		

expectations of secondary teachers for their principal. These findings suggest that school administrators hold similar general expectations regarding the principal's role, but that level of school (elementary versus secondary) seems to be related to the expectations that teacher's hold for their principal.

These findings on "across-the-board" rank order correlations tend to support the pattern of principalship chi square relationships regarding role expectations of school principals reported in Table 29: greater similarity between superintendents and principals than between principals and teachers in individual schools where there were significant relationships even though there was no significant direct or inverse relationship between expectations in the majority of school situations.

These rank order correlations on role expectations may be summarized as follows:

1. There was a significant correlation (.05 level) between how Elementary Principals thought they should behave ("I should") and how Secondary Principals thought they should behave in their role. ($r_s = .7143$)
2. There was a significant correlation (.01 level) between what Superintendents thought their Elementary Principals should do ("Principal E should") and what the Elementary Principals thought they should do ("I should"). ($r_s = .9524$)
3. There was a significant correlation (.01 level) between what Superintendents thought their Secondary Principals should do ("Principal S should") and what the Secondary Principals thought they should do ("I should"). ($r_s = .8155$)
4. There was a significant correlation (.01 level) between what Superintendents thought their Elementary Principals should do ("Principal E should") and what Superintendents thought their Secondary Principals should do ("Principal S should"). ($r_s = .9941$)

5. There was not a significant correlation between how Elementary Teachers thought their Principal should behave ("My Principal should") and how Secondary Teachers thought their Principal should behave. (r_s = .6745)

6. There was a significant correlation (.05 level) between how Elementary Teachers thought their Principal should behave ("My Principal should") and how Elementary Principals thought they should behave ("I should"). (r_s = .7203)

7. There was a significant correlation (.05 level) between how Secondary Teachers thought their principal should behave and how Secondary Principals thought they should behave. (r_s = .8857)

8. There was not a significant correlation between how Elementary Teachers thought their principal should behave ("My Principal should") and how Superintendents thought their Elementary Principals should behave ("Principal E should"). (r_s = .6369)

9. There was a significant correlation (.05 level) between how Secondary Teachers thought their Principal should behave and how Superintendents thought their Secondary Principals should behave. (r_s = .8889)

Rank Order Correlation of Role Perceptions -- The rank order correlations presented in Table 32 indicate that there was a significant positive relationship between the perceptions of superintendents and principals, and between the perceptions of elementary and secondary principals, regarding the relative emphasis actually exhibited by principals regarding Nomothetic and Idiographic behavior in the four task areas. These findings again tend to support the data presented in Table 30 regarding the significant chi square relationships between the incumbents of different positions in specific principalships. In both cases the data indicates a preponderance of direct or positive relationships among administrators regarding perceptions and/or no significant direct or indirect chi square relationships in the majority of specific school principalships.

TABLE 32

RANK ORDER CORRELATIONS REGARDING PERCEPTIONS OF THE PRINCIPAL'S ROLE BEHAVIOR BASED ON WEIGHTED RESPONSES ON PRINCIPAL ROLE BEHAVIOR-CONTENT INSTRUMENT

	Superintendent: "Elementary Principal does"		Superintendent: "Secondary Principal does"		Elementary Principal: "I do"	
	r_s	P	r_s	P	r_s	P
Elementary Principal: "I do"	.7262	<.05				
Superintendent: "Elementary Principal does"			.9782	<.01		
Secondary Principal: "I do"			.9782	<.01	.7143	<.05

These rank order correlations on role perceptions may be summarized as follows:

1. There was a significant correlation (.05 level) between how Elementary Principals perceived their own behavior ("I do") and how Secondary Principals perceived their own behavior ("I do"). (r_s = .7143)

2. There was a significant correlation (.05 level) between how the Superintendents perceived the behavior of their Elementary Principals ("Principal E does") and how these Elementary Principals perceived their own behavior ("I do"). (r_s = .7262)

3. There was a significant correlation (.01 level) between how the Superintendents perceived the behavior of their Secondary Principals ("Principal S does") and how these Secondary Principals perceived their own behavior ("I do"). (r_s = .9782)

4. There was a significant correlation (.01 level) between how the Superintendents perceived the behavior of their Elementary Principals ("Principal E does") and how the Superintendents perceived the behavior of their Secondary Principals ("Principal S does"). (r_s = .9782)

Leadership Behavior Description Questionnaire

The Leadership Behavior Description Questionnaire produces four scores: Ideal Initiating Structure, Ideal Consideration, Real Initiating Structure, and Real Consideration. In the study the "ideal" responses were defined as expectations and the "real" responses were defined as perceptions of the principal's behavior. Initiating Structure was seen as probably related to the Nomothetic dimension of the Getzels-Guba theory, and Consideration as likely being related to the Idiographic dimension of that theory. Superintendents responded to the LBDQ in terms of the elementary principal and in terms of the secondary principal in his school system that was included in the study sample. These two principals in each school system responded to the LBDQ in terms of their own Ideal and Real behavior. The elementary teachers and the secondary teachers in each sample school responded to the LBDQ in terms of the Ideal and Real behavior of their principal.

The findings reported in this section will deal with the general nature of the scores obtained from subjects, the distribution of these scores when converted to z scores, and the relationship among the various dimensions of the LBDQ as revealed by the use of the chi square statistic. The relationship of these findings to independent variables will be reported in Chapter IX.

Basic Data

Table 33 reports the general distribution of scores obtained from superintendents, principals and teachers. Basic data are reported in Tables C21 through C24 in Appendix C. In general,

TABLE 33

RESPONSES OF PRINCIPALS, SUPERINTENDENTS, AND TEACHERS ON INITIATING STRUCTURE AND CONSIDERATION DIMENSIONS OF THE LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE IN TERMS OF EXPECTATIONS (SHOULD) AND PERCEPTIONS (DOES)

Cognition and Respondent	Dimension					
	Initiating Structure			Consideration		
	Q1	Median	Q3	Q1	Median	Q3
Expectations (Ideal):						
Superintendent regarding						
Elementary Principal	42	44	49	36	39	41
Secondary Principal	43	45	49	37	40	41
Elementary Principals	44	46	52	39	41	42
Secondary Principals	46	49	53	39	42	43
Elementary Teachers (N=278)	37	43	46	39	40	40
Secondary Teachers (N=797)	46	47	49	36	38	39
Perceptions (Real):						
Superintendent regarding:						
Elementary Principal	35	40	43	39	40	41
Secondary Principal	35	42	44	35	40	43
Elementary Principals	36	41	45	37	39	41
Secondary Principals	36	43	47	36	39	41
Elementary Teachers (N=278)	37	41	44	35	38	40
Secondary Teachers (N=797)	44	46	48	36	37	38

these findings indicate that the interquartile range of scores from all subjects is greater for Initiating Structure than for Consideration. This pattern exists regarding both elementary and secondary school principals. Only minor differences exist in the median scores and in the Q1 and Q3 scores of all subjects for Ideal and Real Consideration and for Real Initiating Structure. The greatest difference in median, Q1, and Q3 scores occurred regarding Ideal Initiating Structure.

For superintendents the interquartile range on Real Consideration was greater regarding secondary principals than for elementary principals. For all other dimensions the interquartile range of superintendents' scores were relatively similar. The scores of the superintendents and of principals were, with few exceptions, quite similar. The interquartile range of elementary teachers' scores was greater on Ideal and Real Initiating Structure and on Real Consideration than was the interquartile range of secondary teachers' scores. In general, secondary school teachers showed higher scores on Initiating Structure than did elementary teachers. On Consideration, the scores of these two groups of teachers were relatively similar.

In 12 school systems the elementary teachers perceived their principal as being higher on Real Initiating Structure than did the superintendents, while in 11 school systems the superintendent perceived the secondary principal as being higher on Real Initiating Structure than did the secondary teachers. In 10 elementary schools and in 12 secondary schools the teachers perceived their

TABLE 34

DIFFERENCES IN THE RESPONSES OF A PRINCIPAL AND HIS SUPERINTENDENT AND HIS TEACHERS REGARDING EXPECTATIONS AND PERCEPTIONS ON THE LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE

Cognition and Respondent Pairs	Dimension					
	Difference on Initiating Structure[a]			Difference on Consideration[a]		
	Q1	Median	Q3	Q1	Median	Q3
Expectations (Ideal):						
Supt. and Elem. Principal	- 4	0	9	- 2	1	6
Supt. and Sec. Principal	- 3	5	8	- 3	0	4
Elem. Prin. and Elem. Teachers	- 4	- 1	2	- 1	0	4
Sec. Prin. and Sec. Teachers	- 1	2	4	- 1	2	5
Supt. and Elem. Teachers	- 5	- 1	3	- 3	0	2
Supt. and Sec. Teachers	- 6	- 1	3	0	2	5
Perceptions (Real):						
Supt. and Elem. Principal	- 3	- 1	7	- 1	1	5
Supt. and Sec. Principal	- 6	1	6	- 2	3	5
Elem. Prin. and Elem. Teachers	- 5	- 2	6	- 1	0	4
Sec. Prin. and Sec. Teachers	- 4	- 1	5	- 1	2	3
Supt. and Elem. Teachers	- 8	- 2	3	- 5	- 1	4
Supt. and Sec. Teachers	- 4	0	4	- 6	- 1	2

[a] A minus sign (-) indicates that the first person or respondent in each pair placed less emphasis on the dimension under consideration than did the second respondent. The absence of a minus sign (implying a plus sign) indicates that the first person or respondent in each pair placed more emphasis on the dimension under consideration than did the second respondent.

principal as being higher on Real Initiating Structure than did the principals themselves. The greatest difference in the perceptions of superintendents and principals regarding the principal's actual behavior existed in elementary schools 18, 24, 38, and 48 and in secondary schools 15, 25, 27, 41, and 49. In all cases, except secondary schools 25 and 27, the principal perceived himself as exhibiting more Initiating Structure behavior than did his superintendent.

The general pattern of differences in LBDQ scores by occupants of different positions are reported in Table 34 and are illustrated in Figures 8 through 11.

Table 34 reports the median differences and range of scores in the role expectations and perceptions regarding a given principal held by the incumbents of different positions in a given principalship (school setting). The differences regarding role expectations (should or Ideal responses) as obtained through the LBDQ may be summarized as follows:

1. Generally a Superintendent and his Elementary School Principal place the same relative emphasis upon the desirability of Initiating Structure behavior, but an Elementary Principal tends to think he should give slightly more emphasis to Consideration than his Superintendent thinks he should.

2. On the other hand, a Superintendent and his Secondary school Principal hold similar expectations as to the emphasis the principal should give to Consideration, but a secondary Principal thinks he should give a great deal more emphasis to Initiating Structure than his Superintendent thinks he should.

3. An elementary Principal and his teachers tend to agree on the extent to which he should emphasize Consideration behavior, but his teachers tend to think he should emphasize Initiating Structure a little more than he thinks he should.

FIGURE 9

DIFFERENCE BETWEEN X PERSON AND OTHERS ON LBDQ "SHOULD" (IDEAL)

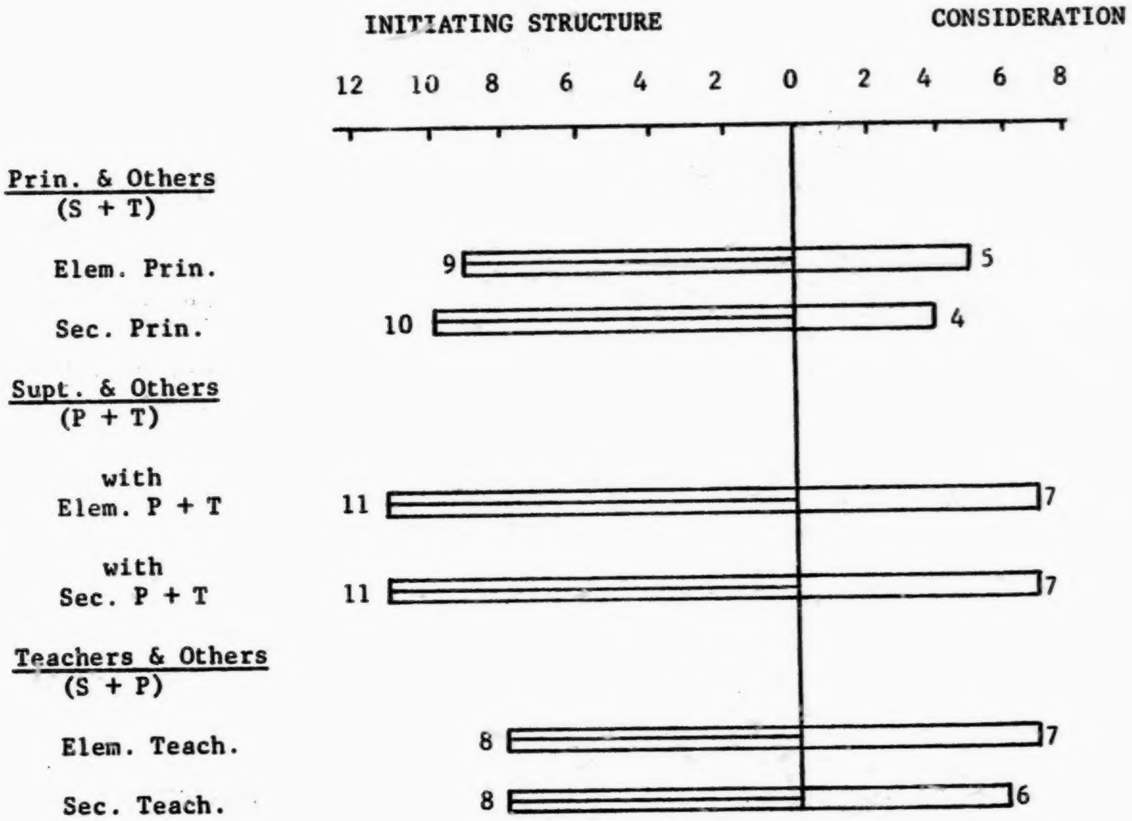
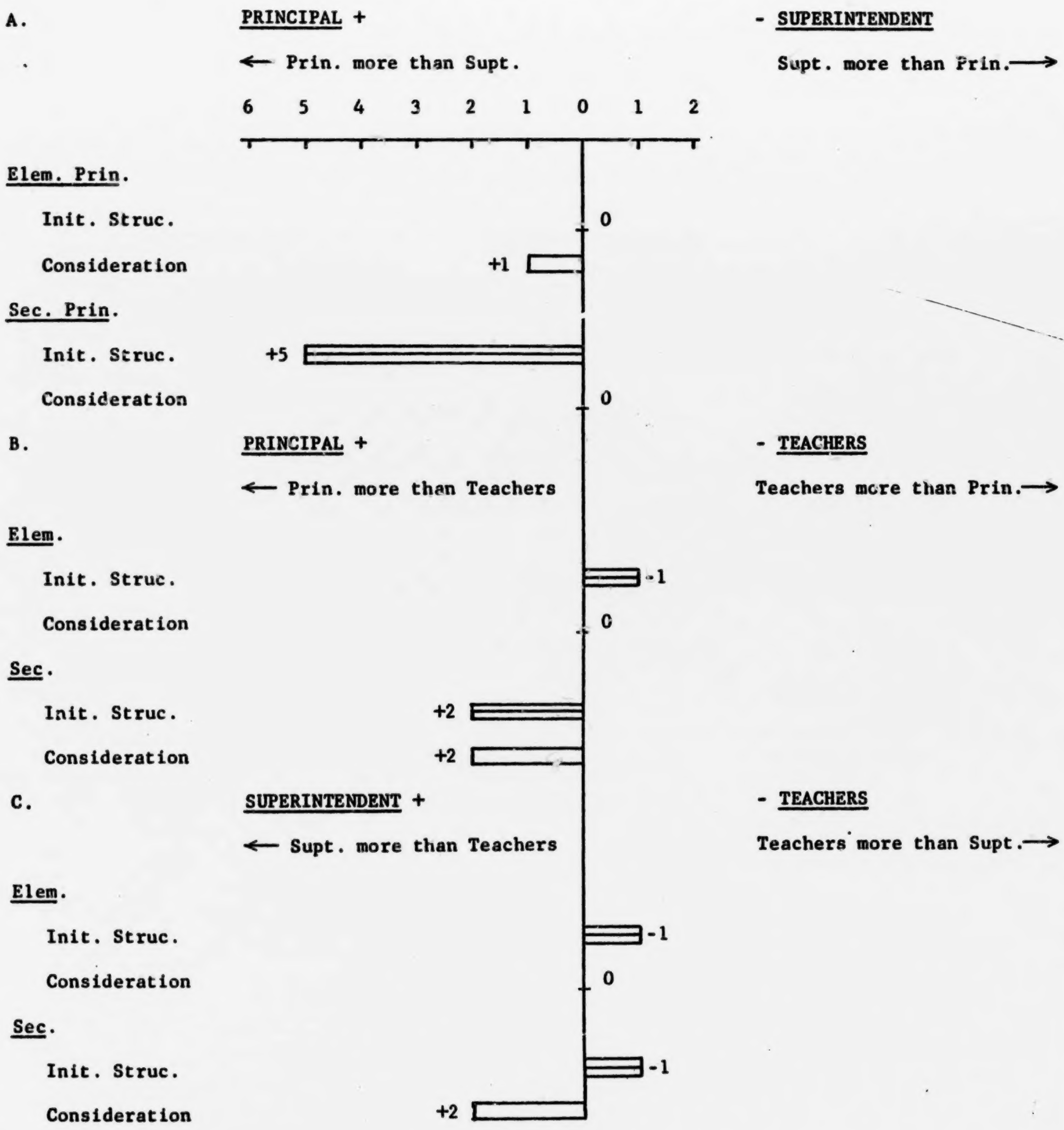


FIGURE 8

LBDQ SHOULD (IDEAL) DIFFERENCE



4. A secondary principal tends to think he should emphasize both Consideration and Initiating Structure more than his teachers think he should.

5. Elementary teachers tend to agree with their Superintendent as to the degree of emphasis their principal should give to Consideration behavior, but elementary teachers think their Principal should emphasize Initiating Structure more than the Superintendent thinks he should.

6. Secondary teachers, like elementary teachers, think their Principal should emphasize Initiating Structure more than the Superintendent thinks he should, but the Superintendent thinks his secondary Principal should emphasize Consideration more than his teachers think he should.

When the role expectation responses of the incumbent of a given position is compared to the combined responses of the incumbents of two other positions in the same principalship (Figure 9), the following additional findings appear:

7. Both an elementary and a secondary school principal tends to differ with the teachers in his school and with his Superintendent more on Initiating Structure than on Consideration concerning what he (the Principal) should do.

8. A Superintendent tends to differ with his elementary Principal and Teachers more on Initiating Structure than on Consideration concerning what a principal should do.

9. Both the elementary and the secondary teachers in a school tend to differ with their respective Principal and Superintendent slightly more on Initiating Structure than on Consideration concerning what their principal should do.

The differences regarding role perceptions (does or Real responses) on the LBDQ, reported in Table 34 and Figure 10, may be summarized as follows:

1. An Elementary Principal tends to perceive himself as placing more emphasis upon Consideration in his behavior than does his Superintendent, but his Superintendent perceives an elementary Principal as giving more emphasis to Initiating Structure than the Principal thinks he does.

2. A Secondary Principal tends to perceive himself as placing some more emphasis upon Initiating Structure and a considerable more emphasis upon Consideration than does his Superintendent.

3. While an Elementary Principal and his Teachers perceive the principal as giving a similar degree of emphasis to Consideration, the elementary Teachers in a school perceive their Principal as giving more emphasis to Initiating Structure than he thinks he does.

4. A Secondary Principal perceives himself as giving more emphasis to Consideration than do his Teachers, but his Teachers perceive him as giving more emphasis to Initiating Structure than he thinks he does.

5. Elementary Teachers in a school tend to perceive their Principal as giving more emphasis to both Initiating Structure and Consideration behavior than does their Superintendent.

6. Secondary Teachers in a school and their Superintendent tend to perceive their Principal as giving the same degree of emphasis to Initiating Structure behavior, but Secondary Teachers in a school tend to perceive their principal as giving more emphasis to Consideration behavior than their Superintendent does.

When the role perception responses of the incumbent of a given position are compared to the combined role perception responses of the incumbents of two other positions in the same principalship (Figure 11), the following additional findings appear:

7. The perceptions of both an elementary and a secondary school principal regarding his behavior tends to differ with the perceptions of the Teachers in his school and of his Superintendent more on terms of Initiating Structure than in terms of Consideration.

8. The perceptions of a Superintendent regarding the behavior of his elementary school Principal tends to differ from the perceptions of the Principal himself and of the elementary Teachers in the school equally in terms of both Initiating Structure and Consideration.

9. The perceptions of a Superintendent regarding the behavior of his secondary school Principal tend to differ from the perceptions of the Principal himself and of the secondary Teachers in the school slightly more in terms of Initiating Structure than in terms of Consideration.

FIGURE 10

LBDQ "DOES" (REAL) DIFFERENCE

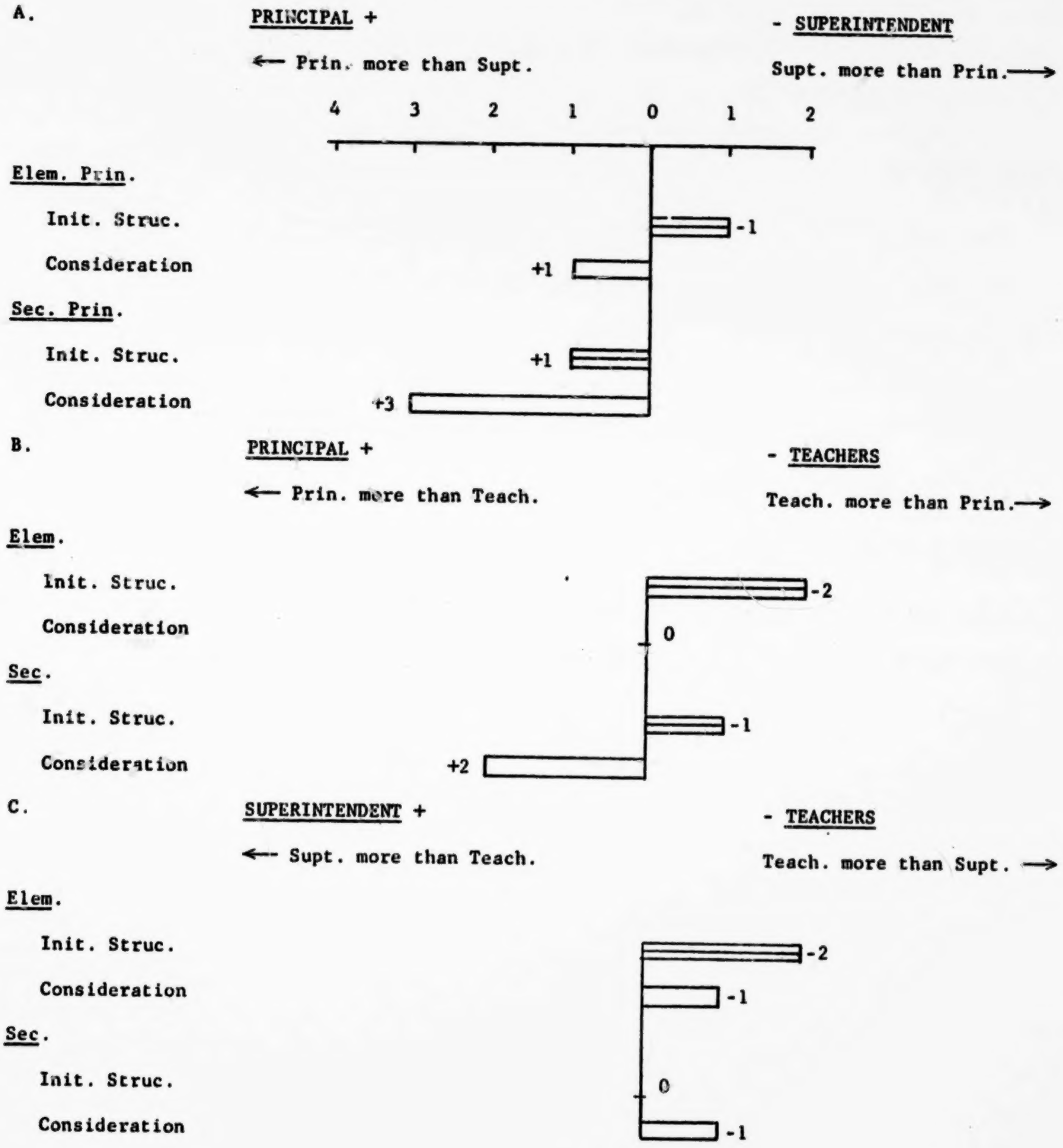
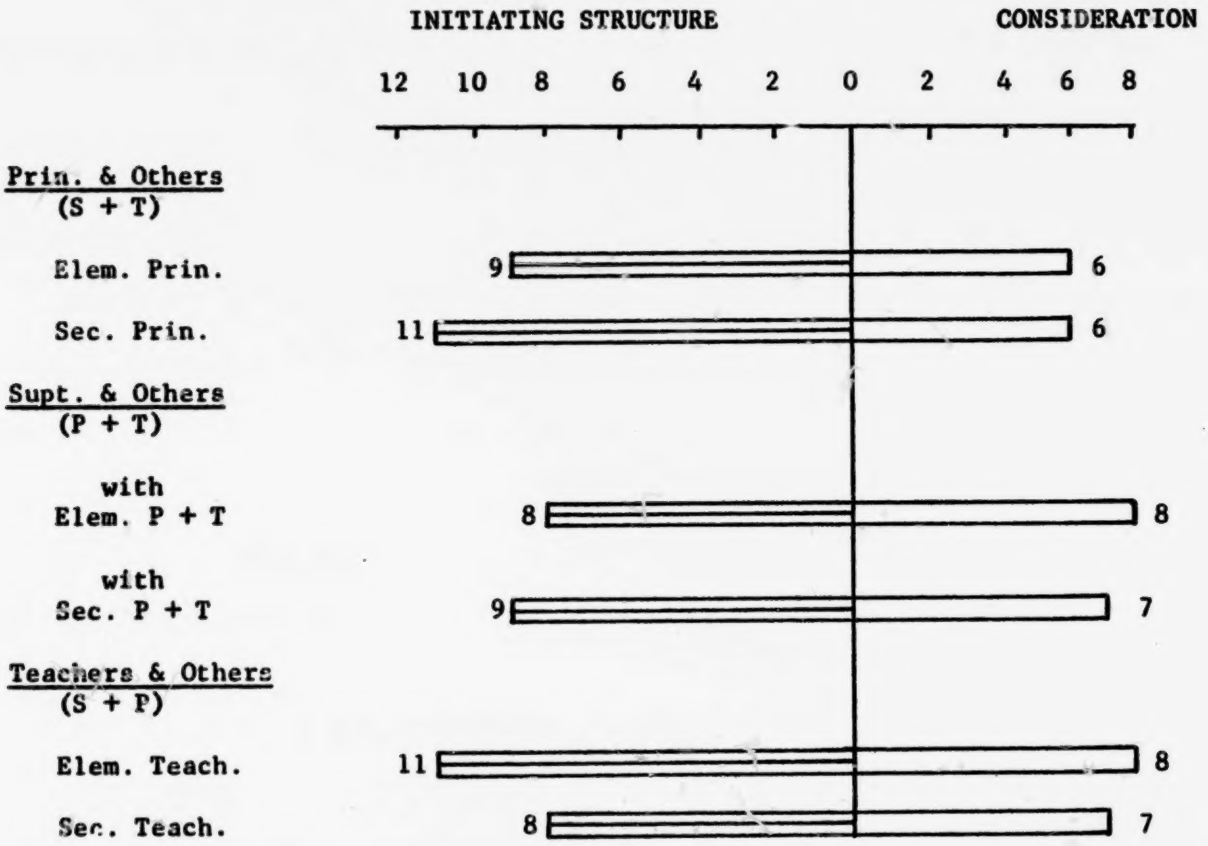


FIGURE 11

DIFFERENCE BETWEEN X PERSON AND OTHERS ON LBDQ "DOES" (REAL)



LBDQ z Scores

The raw scores of each superintendent and principal and the median score of the teachers in each school were converted to z scores in order to obtain a more sensitive and relational way of determining the similarity and differences between the scores of different subjects. The general distribution of z scores is reported in Table 35; the actual z scores of each superintendent, principal, and the median score of teachers in each school are presented in Tables C25 through C27 in Appendix C.

In general, these data support the general patterns of findings reported concerning raw LBDQ scores. However, the z scores suggest some modifications in the summaries of findings obtained through raw scores. Some of the major patterns revealed by the LBDQ z scores may be summarized as follows:

1. There is relatively little difference between superintendents, elementary principals, secondary principals, elementary teachers, and secondary teachers about the Initiating Structure behavior actually exhibited by either elementary or secondary school principals.
2. With the exception of secondary school principals, all other subjects thought that the elementary and secondary principal should give about the same degree of emphasis to Initiating Structure behavior. The secondary principals felt they should give slightly more emphasis to Initiating Structure behavior, differing most with their superintendent regarding this role expectation.
3. With the exception of secondary teachers, all other subjects tended to perceive both elementary and secondary principals as actually exhibiting the relatively same degree of Consideration behavior. Secondary teachers perceived their principal as exhibiting slightly less Consideration behavior than did other subjects.

TABLE 35

DISTRIBUTION OF z SCORES ON LBDQ BY SUBJECTS

z Scores	Subjects								
	Elem. Prin.	Sec. Prin.	All Prin.	Supt. re Elem. Prin.	Supt. re Sec. Prin.	Supt. re All Prin.	Elem. Teach.	Sec. Teach.	All Teach.
Real Initiating Structure:									
40 or less	3	4	7	5	4	9	3	6	9
41-50	7	5	12	9	6	15	7	4	11
51-60	10	8	18	4	9	13	10	10	20
61 plus	3	5	8	1	2	3	3	3	6
Ideal Initiating Structure:									
40 or less	3	3	6	5	3	8	5	3	8
41-50	9	4	13	8	10	18	8	8	16
51-60	4	9	13	6	7	13	6	9	15
61 plus	5	7	12	3	1	4	4	3	7
Real Consideration:									
40 or less	0	0	0	5	7	12	5	3	8
41-50	10	7	17	9	2	11	4	10	14
51-60	8	13	21	4	11	15	8	8	16
61 plus	4	3	7	3	1	4	6	2	8
Ideal Consideration:									
40 or less	3	3	6	6	5	11	1	4	5
41-50	10	10	20	10	11	21	8	16	24
51-60	6	9	15	4	5	9	10	3	13
61 plus	3	1	4	1	1	2	4	0	4

TABLE 36

DIFFERENCES BETWEEN "SHOULD" (IDEAL) AND "DOES" (REAL) RESPONSES
OF SUBJECTS ON THE LBDQ INSTRUMENT

	Initiating Structure										Consideration									
	Elementary					Secondary					Elementary					Secondary				
Respondent	Q1	Md	Q3	Actual Range	Inter-quartile Range	Q1	Md	Q3	Actual Range	Inter-quartile Range	Q1	Md	Q3	Actual Range	Inter-quartile Range	Q1	Md	Q3	Actual Range	Inter-quartile Range
Superin-tendent	-11	-7	-2	-17/+2	9	-8	-4	+2	-21/+7	10	-5	-2	+1	-9/+4	6	-7	-5	-2	-12/+9	5
Principal	-8	-6	-3	-15/+1	5	-9	-4	-2	-29/+2	7	-4	-2	0	-13/+3	4	-4	0	+1	-7/+18	5
Teachers	-7	-6	-2	-16/+2	5	-11	-5	-2	-15/+12	9	-5	-2	+1	-10/+5	6	-3	-2	+1	-5/+11	4

+ "Does" more than "Should"

- "Does" less than "Should"

FIGURE 12

LBDQ SHOULD-DOES DIFFERENCE REGARDING THE SCHOOL PRINCIPAL BY EACH POSITION OCCUPANT

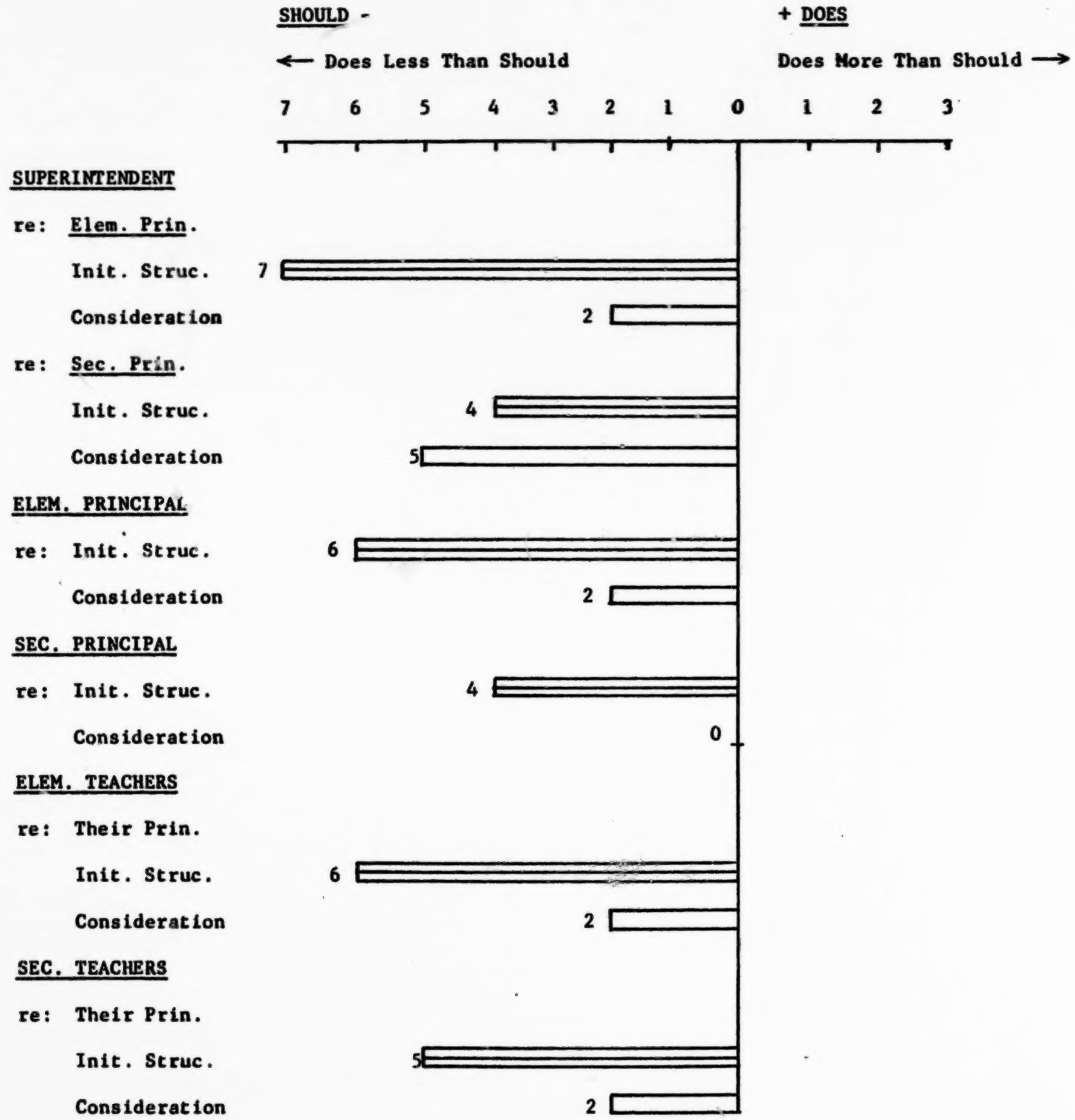


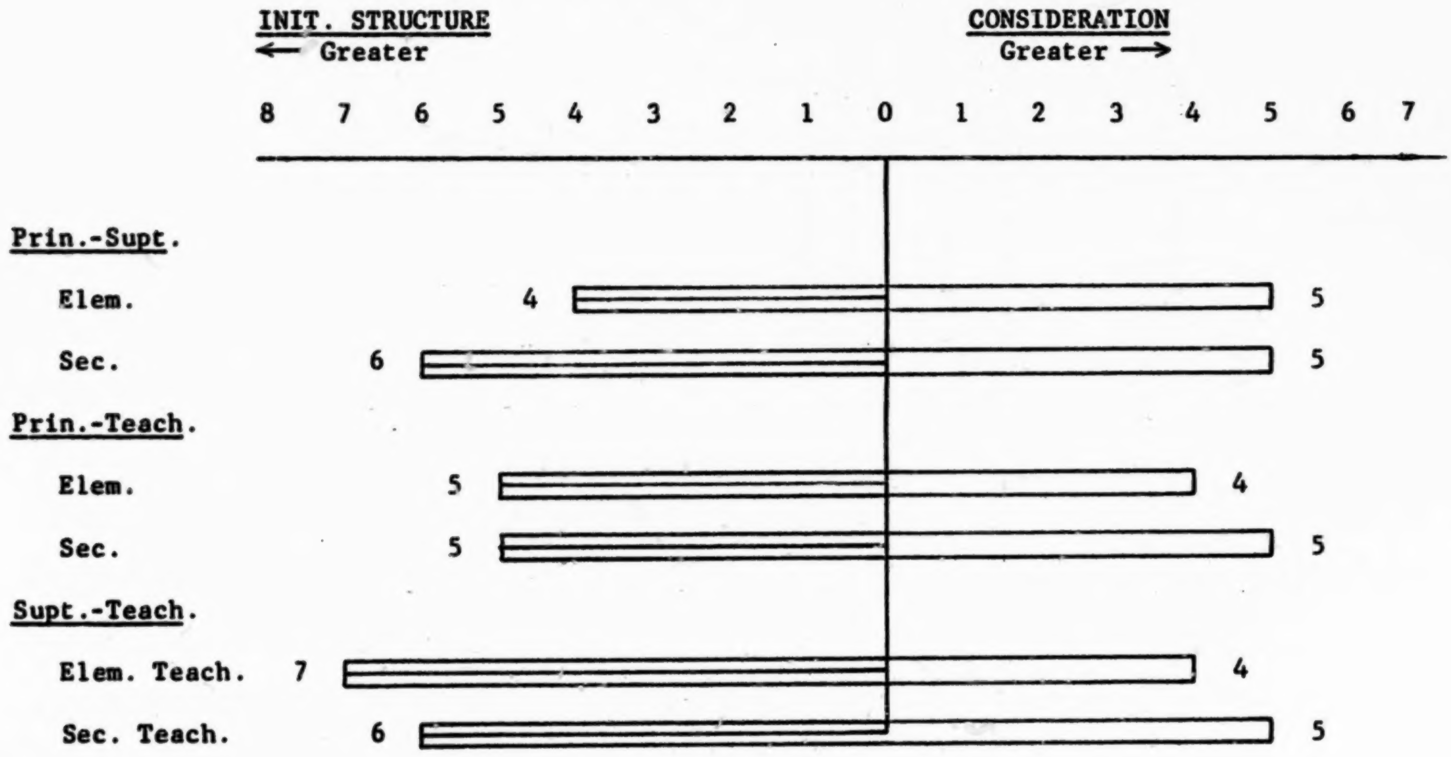
TABLE 37

COMPARISON OF THE DIFFERENCE IN THE LBDQ SHOULD-DOES RELATIONSHIP RESPONSES OF MEMBERS OF TWO DIFFERENT POSITIONS IN SAME SCHOOL SETTING

	Initiating Structure										Consideration									
	Elementary					Secondary					Elementary					Secondary				
Position Dyad	Q1	Md	Q3	Actual Range	Inter-quartile Range	Q1	Md	Q3	Actual Range	Inter-quartile Range	Q1	Md	Q3	Actual Range	Inter-quartile Range	Q1	Md	Q3	Actual Range	Inter-quartile Range
Principal-Superintendent	1	4	5	1-9	4	4	6	15	1-18	11	1	5	7	0-12	6	3	5	9	0-15	6
Principal-Teachers	2	5	9	0-14	7	3	5	9	0-21	6	1	4	7	0-12	6	2	5	7	1-17	5
Superintendent-Teachers	3	7	9	0-14	6	2	6	10	1-21	8	2	4	6	0-9	4	2	5	8	1-20	6

FIGURE 13

DIFFERENCES IN SHOULD-DOES RELATIONSHIPS OF DIFFERENT POSITION INCUMBENTS



Differences between S-D of X person and differences between S-D of Y person tends to be more in terms of Initiating Structure than Consideration in each school except in case of Superintendent, and Elementary Principal.

4. With the exception of elementary teachers, all other subjects expected both elementary and secondary school principals to place a relatively limited degree of emphasis upon Consideration behavior. (This is perhaps the most unexpected result of the LBDQ findings.) Elementary teachers felt that their principal should place a relatively greater stress upon Consideration behavior.

Should-Does Differences on the LBDQ

Table 36 reports the typical difference between the "does" and "should" responses of a superintendent, his principal, and the teachers in a given school on the LBDQ instrument in terms of the Initiating Structure and Consideration dimensions for (a) elementary school principals, (b) secondary school principals, and (c) all school principals. Figure 12 illustrates this analysis in terms of the median school differences in "does-should" responses.

1. Superintendents see elementary and secondary principals giving less emphasis to Initiating Structure and Consideration than they should.

   a. Superintendents see elementary principals giving even less attention to Initiating Structure than they should than do secondary principals.
   b. Superintendents see secondary principals giving even less attention to Consideration than they should than do elementary principals.
   c. Superintendents see greater difference between should and does of principals re: Initiating Structure than between should and does of principal re: Consideration.

2. Principals see themselves as giving less emphasis to both Initiating Structure and Consideration than they think they should.

   a. Both elementary and secondary school principals see themselves as giving even less attention to Initiating Structure than they should, than they see themselves giving insufficient attention to Consideration.

b. Elementary school principals see a greater difference between should and does re: Initiating Structure and Consideration than do secondary school principals.

3. Both elementary and secondary teachers think their principals give less attention to both Initiating Structure and Consideration than they should.

a. Both elementary and secondary teachers see a greater difference in their principals should and does behavior on Initiating Structure than on Consideration.

4. The Initiating Structure dimension appears to account for the greatest degree of difference (range of scores, interquartile range, and median Semantic-Differential difference) between the should and does responses of participants except in the case of Superintendents and Secondary Principals in which case the Superintendent sees the principal doing less than the Superintendent thinks he should on the Consideration dimension.

Table 37 attempts to indicate if the difference between the "should" and "does" responses of a given person or group (e.g., a superintendent) was similar to or different from the difference between the "should" and "does" respondents of another person or group with whom the first person interacts in a given school setting (e.g., the superintendent's elementary school principal). In other words, this analysis attempts to answer the question: Do all the persons in a given school setting seem to report the same difference between expectations and perceptions regarding a given principal's behavior in the same terms or dimensions? Figure 13 illustrates the data reported in Table 37.

1. It is slightly more in terms of Consideration that Superintendents and Elementary Principals disagree about whether the principal is doing what is is believed he should do.

2. It is slightly more in terms of Initiating Structure that Superintendents and Secondary teachers, Elementary principals and elementary teachers, Secondary principals and secondary teachers, Superintendents and elementary teachers, and Superintendents and secondary teachers disagree about whether the

principal is doing what it is believed he should do.

Chi Square Relationships Between LBDQ Dimensions

To determine if the observed differences between the raw scores and z scores of subjects occupying different positions was significant, the chi square statistic was used. Using the median responses of each group, the raw scores by dimension for each subject were classified as "high" or "low" on a 2 x 2 contingency table. The significant chi square relationships (direct and/or inverse) resulting from this analysis are reported below:

Respondent	Related Dimensions of LBDQ
Elementary Principal:	Ideal Initiating Structure -- Real Initiating Structure
Secondary Principal:	Ideal Initiating Structure -- Real Initiating Structure Ideal Initiating Structure -- Ideal Consideration Ideal Initiating Structure -- Real Consideration Ideal Consideration -- Real Consideration
Superintendent re: Elem. Principal	Ideal Initiating Structure -- Ideal Consideration Ideal Initiating Structure -- Real Consideration Ideal Consideration -- Real Consideration
Superintendent re: Sec. Principal	Ideal Consideration -- Real Consideration Ideal Consideration -- Real Initiating Structure Real Consideration -- Real Initiating Structure

Semantic Differential Style of Behavior Instrument

The Semantic Differential Style of Behavior instrument contained 20 adjective pairs for each of eight task areas. Only eight of these adjective pairs were scored in the present study. (See Chapter III for a more detailed description of this instrument and Chapter V for a discussion of the general analyses of data obtained through this instrument.) A general summary of the findings are presented in Table 38. A summary of basic data is presented in Tables C28 through C33 in Appendix C.

These findings suggest that all subjects, with one exception, held role expectations (should responses) of both elementary and secondary school principals that stressed the Evaluative factor most and the Potency factor least, i.e., the principal should be good, pleasing, and sincere (and active and fast), and slightly less dominant, strict, and strong, although all total factor mean scores were high. The only minor exception was the superintendents' expectations regarding secondary school principals in which case the Activity factor was felt to be slightly more important than the Evaluative factor.

In the case of perceptions of the principal's behavior (does responses), all subjects saw both elementary and secondary principals as exhibiting a high degree of behavior in terms of all factors in the following order: Activity (active, fast), Evaluative (good, pleasing, sincere), and Potency (dominant, strict, strong). On both the "should" and "does" responses on all three factors, the mean response of all subjects to the 3, 2, and 3 scales on the three factors was above the mean of the 14-point scale (7.5).

Analysis of Semantic Differential Instrument

As indicated in Chapter V, the results of the Semantic

TABLE 38

MEAN AND STANDARD DEVIATION OF "SHOULD" AND "DOES" RESPONSES ON THE SEMANTIC DIFFERENTIAL INSTRUMENT BY SUBJECTS[a]

Subject		Should			Does		
		Evaluative	Activity	Potency	Evaluative	Activity	Potency
Elementary Principals	Mean	5.80	6.04	15.54	9.26	8.11	16.84
	S.D.	4.68	3.57	4.97	5.38	3.37	4.83
Secondary Principals	Mean	3.87	4.04	10.93	8.63	7.06	15.39
	S.D.	1.35	2.72	5.56	4.86	4.04	7.18
Supts. re Elem. Princs.	Mean	5.27	6.14	13.38	10.06	7.43	15.00
	S.D.	2.70	2.52	4.41	3.50	2.72	5.34
Supts. re Sec. Princs.	Mean	6.04	5.89	11.28	10.17	8.39	14.36
	S.D.	4.06	3.12	3.38	6.16	6.66	7.06
Elementary Teachers	Mean	3.41	4.00	12.58	6.69	6.01	15.55
	S.D.	.82	1.48	3.04	3.16	2.58	4.76
Secondary Teachers	Mean	3.47	4.05	10.91	7.86	6.82	14.97
	S.D.	.71	.90	1.39	3.40	2.67	4.70

[a] Data based on median score of each principal or superintendent on his total score on each scale of each dimension regarding all eight task area "stimulus" concepts. For teachers the raw data were the median scores of all teachers of each total score on each scale of each dimension regarding all eight task areas. The midpoint (mean) on each 14-point scale for the Evaluative, Activity, and Potency factors would be 1/3, 1/2, and 1/3 respectively of the above figures. The "high" and "low" adjectives for each dimension were as follows:

Dimension	1 ← "High" Adjectives	"Low" Adjectives → 14
Evaluative	good, pleasing, sincere	Bad, annoying, insincere
Activity	active, fast	passive, slow
Potency	dominant, strict, strong	submissive, permissive, weak

Differential Style of Behavior instrument was analyzed in terms of summated scores on each dimension (Evaluative, Activity, and Potency) for each of the eight task areas. These summated scores were obtained for each superintendent regarding his elementary and his secondary principal, for each elementary and secondary principal regarding himself, and for the median summated scores of the teachers in each school regarding their principal. The statistical analysis was made using the median of these summated scores.

Inspection of the scores so computed suggested a lack of independence of the three dimensions (factors) found by Osgood. Correlation of the Evaluative factor with both the Activity and Potency factors scores yielded correlations ranging from about .60 to .83 suggesting lack of independence. In research with the Semantic Differential in which the concepts were rated homogeneous, Osgood found that the Evaluative factor accounted for a greater proportion of the variance, with the Activity and Potency scales combining in another factor which was labeled "dynamism." In a recent study by Husek and Wittrock the concept "Teacher" was rated on 80 scales. Factor analysis showed most of the scales which usually have high loadings on the Activity and Potency factors were subsumed under the Evaluative factor.[1] Since the high correlations between the Evaluative and the Activity and Potency factors in the present study probably reflected the generalizing effect of the Evaluative factor, only the scores for this factor were used in the analysis of variance of the Semantic Differential Style of Behavior data.

---

[1] T. R. Husek and M. C. Wittrock, "The Dimensions of Attitudes Toward Teachers as Measured by the Semantic Differential," Journal of Educational Psychology, LIII (1962), 209-213.

Table 39 shows the means and variances for Evaluative scores for teachers, principals, and superintendents when rating the school principal both on how he does function (perceptions) and how he should function (expectations). The disparity between the "should" variances and the "does" variances suggests that there was little discrimination made when the respondents were required to assess what they thought the principal should do relevant to the eight educational tasks. Put another way, they all thought he should be good, pleasing, and sincere regarding Curriculum, Instruction, and the other task areas. The variances of teachers were smaller than those of principals and superintendents since in actuality these variances are medians of medians. Bartlett's test for homogeneity of variance for the remaining variances on "does" ratings (of principals and of superintendents) failed to reach significance, but the analysis of variance failed to yield significant F's for type of respondent (superintendent vs. principal), type of school (elementary vs. secondary), or the interaction among these characteristics. Also found to be non significant were t-tests comparing elementary teachers with secondary teachers (on "does" ratings), elementary teachers with secondary teachers (on "should" ratings), and the responses of superintendents regarding elementary principals with the responses of superintendents

TABLE 39

MEAN AND VARIANCE OF "SHOULD" AND "DOES" RESPONSES ON THE SEMANTIC DIFFERENTIAL BY SUBJECTS

Subject		Should			Does		
		Evaluative	Activity	Potency	Evaluative	Activity	Potency
Elementary Principals	Mean	5.80	6.04	15.54	9.26	8.11	16.84
	Variance	21.90	12.76	24.49	28.50	11.04	23.32
Secondary Principals	Mean	3.87	4.04	10.93	8.63	7.06	15.39
	Variance	1.82	7.43	30.96	23.60	16.32	51.56
Supts. re Elem. Princs.	Mean	5.27	6.14	13.38	10.06	7.43	15.00
	Variance	7.28	6.38	19.49	12.23	7.43	28.54
Supts. re Sec. Princs.	Mean	6.04	5.89	11.28	10.17	8.39	14.36
	Variance	16.50	9.75	11.40	37.90	32.00	49.86
Elementary Teachers	Mean	3.41	4.00	12.58	6.69	6.01	15.55
	Variance	.67	2.19	9.25	10.01	6.68	22.66
Secondary Teachers	Mean	3.47	4.05	10.91	7.86	6.82	14.97
	Variance	.51	.81	1.93	11.54	7.13	22.11

regarding secondary principals (on "should" ratings).

Although these findings suggested a need for an even more intensive analysis of the data obtained through the Semantic Differential Style of Behavior instrument, this intensive analysis was not carried out. Additional analyses under consideration for the future include (a) factor analysis of all of the 20 scales included in the instrument -- only eight were analyzed in the present study -- in large school systems where the principal would be a constant referent for a large number of teachers, and (b) analysis of the scale properties of the Semantic Differential when a 14-point continuum is used, as it was in the present study.

Some Possible Patterns

In spite of the limitations of the findings of the Semantic Differential instrument revealed by the foregoing analysis, some patterns did appear that should be investigated in future analyses of findings. These patterns are based only on the mean scores of subjects reported in Tables 38 and 39.

One summary, reported in Table 40, indicates that all subjects perceived (does responses) both elementary and secondary school principals as exhibiting slightly more behavior on each factor than subjects thought they should (expectations). This might be a real distinction or these very slight differences could be due only to an expected difference between two different sets of responses on a 14-point continuum scale.

An additional summary, presented in Table 41, suggests that fewer differences existed between the expectations and perceptions

TABLE 40

DIFFERENCES BETWEEN "DOES" AND "SHOULD" RESPONSES OF SUBJECTS ON SEMANTIC DIFFERENTIAL IN TERMS OF GROUP MEANS ON EACH DIMESION[a]

Subjects	Dimension		
	Evaluative	Activity	Potency
Elementary Principals	- 3.46	- 2.07	- 1.30
Secondary Principals	- 4.76	- 3.02	- 4.46
Superintendents re Elementary Principals	- 4.79	- 1.29	- 1.62
Superintendents re Secondary Principals	- 4.13	- 2.50	- 3.08
Elementary Teachers re Elementary Principals	- 3.28	- 2.01	- 2.97
Secondary Teachers re Secondary Principals	- 4.39	- 2.77	- 4.06

[a] : Principal Does less than Should

TABLE 41

DIFFERENCES BETWEEN MEAN "SHOULD" AND "DOES" RESPONSES OF PRINCIPALS ON THE SEMANTIC DIFFERENTIAL INSTRUMENT AND THE MEAN "SHOULD" AND "DOES" RESPONSES OF OTHERS ON EACH DIMENSION

Respondent Pairs	Dimension					
	Evaluative		Activity		Potency	
	Should	Does	Should	Does	Should	Does
Elementary Principals -- Superintendents	- .53	+ .80	+ .10	- .68	- 2.16	- 1.84
Elementary Principals -- Elem. Teachers	- 2.39	- 2.59	- 2.04	- 2.10	- 2.96	- 1.29
Secondary Principals -- Superintendents	+ 2.17	+ 1.54	+ 1.85	+ 1.33	+ .35	- 1.03
Secondary Principals -- Sec. Teachers	- .40	- .77	+ .01	- .24	- .02	- .42
Elementary Principals -- Secondary Principals	- 1.93	- .63	- 2.00	- 1.05	- 4.61	- 1.45
Supts. re Elem. Princs. -- Supts. re Sec. Princs.	+ .77	+ .11	- .25	+ .96	- 2.10	- .64
Elem. Teachers -- Sec. Teachers	+ .06	+ 1.17	+ .05	+ .81	- 1.67	- .58

- : First group's mean was less ("lower") than that of second group

+ : First group's mean was more ("higher") than that of second group of elementary principals and their superintendent than between the expectations and perceptions of elementary principals and their teachers. On the other hand, the expectations and perceptions of secondary principals and teachers were more alike than the expectations and perceptions of secondary principals and their superintendents. In addition, there seemed to be a slightly greater difference between the expectations and perceptions of elementary and secondary principals than between the expectations and perceptions of elementary and secondary teachers or between the expectations and perceptions held by superintendents for their elementary and secondary school principals.

All of these patterns, though not significant in terms of the analyses of the Semantic Differential findings, need further study. It is anticipated that such analyses of data will be made in the future since all data on the Semantic Differential responses of all subjects are on IBM cards.

General Conditions in Your School

The morale of principals and teachers in each school were obtained through the General Conditions in Your School instrument. The general total morale of elementary and secondary school principals and teachers is reported in Table 42. This information indicates the total score obtained on the "Conditions in Your School" instrument. (The lower the score, the higher the morale in terms of the dimensions included in the instrument.) The possible total score could range from 12 to 60. The data indicate that the majority of total scores were in the lower third of this possible

TABLE 42

GENERAL CONDITIONS IN YOUR SCHOOL

Total Scores[1]

System	School	E. Prin.	E. Teach.	S. Prin.	S. Teach.
A	11			18	19
	12	13	19		
B	13			13	19
	14	17	17		
C	15			23	23
	16	12	18		
D	17			25	24
	18	21	23		
E	19			18	18
	20	20	20		
F	21			25	24
	22	12	19		
G	23			19	27
	24	18	23		
H	25			15	26
	26	40	32		
I	27			18	24
	28	21	18		
J	29			16	19
	30	20	16		
K	31			13	23
	32	20	14		
L	33			16	25
	34	27	21		
M	35			26	28
	36	16	23		

System	School	E. Prin.	E. Teach.	S. Prin.	S. Teach.
N	37			24	24
	38	20	20		
O	39			14	23
	40	17	21		
P	41			--	18
	42	20	21		
	43			14	22
	44	19	25		
Q	45			16	21
	46	18	24		
	47			18	21
	48	20	17		
R	49			21	23
	50	18	23		
S	51			19	22
	52	23	24		
T	53			23	19
	54	24	22		
U	55			23	17
	56	16	18		

	Elem. Prin.	Sec. Prin.	All Prin.	Elem. Teach.	Sec. Teach.	All Teach.
Q3	17	16	16	18	19	19
Median	20	18	19	21	23	21
Q1	21	23	21	23	24	24
Range of Scores	40-12	26-13	40-12	32-14	28-17	32-14

---

[1] School Scores for teachers are in terms of median score for teachers in each school.

TABLE 43

GENERAL CONDITIONS IN YOUR SCHOOL

Scores on School Morale and Own Morale Items

System	School	School		Own		School		Own	
		E. Prin.	E. Teach.	E. Prin.	E. Teach.	S. Prin.	S. Teach.	S. Prin.	S. Teach.
A	11					1	2	1	2
	12	1	1	1	2				
B	13					1	2	1	2
	14	1	1	1	1.5				
C	15					2	2	2	2
	16	1	2	1	1.5				
D	17					2	1	2	2
	18	2	2	2	2				
E	19					1	2	1	2
	20	2	1	2	2				
F	21					2	2.5	2	2
	22	1	1	1	2				
G	23					1	2.5	1	3
	24	2	2	2	2				
H	25					1	2	1	2
	26	5	3.5	2	2				
I	27					1	2	1	1.5
	28	1	1	2	2				
J	29					1	1	1	2
	30	1	1	1	1				
K	31					1	2	2	2
	32	1	1	1	1				
L	33					1	2	1	2
	34	2	2	2	2				
M	35					2	4	2	2
	36	1	3	1	2				
N	37					2	2	2	2
	38	2	2	2	2				
O	39					1	1.5	2	1.5
	40	2	1	2	2				
P	41					2	1	2	2
	42	2	2.5	2	2				
	43					1	2	2	2
	44	1	3	1	2.5				
Q	45					1	2	1	2
	46	1	2	2	2				
	47					1	2	1	1
	48	1	2	1	1				
R	49					1	2	1	1.5
	50	2	2	2	1.5				
S	51					2	2	2	2
	52	2	2	2	2				
T	53					2	2	2	2
	54	1	2	2	2.5				
U	55					1	2	2	2
	56	1	2.5	2	1.5				

"Deviant" School Situations

	Elementary	Secondary	Systems
Prin.	26	---	H
Teach.	26, 36, 42, 44, 54, 56	21, 23, 35	F, G, H, M, P, T, U

range. In general, then, the data indicate that the large majority of principals and teachers felt that the conditions in their school were rather favorable.

A further examination of data reveals that in the majority of cases the total score of the principal was somewhat better (lower) than the median total score of the teachers in his school. This situation is more characteristic of secondary schools (15 out of 23 cases) than in elementary schools (13 out of 23 cases). In comparing the scores of elementary and secondary school principals, the data indicates that in the majority of cases (13 out of 23 cases) the total score of elementary school principals was somewhat less desirable (higher) than the total score of secondary school principals. Applying this same comparison to the scores of teachers reveals that the total median score of teachers in elementary schools (13 out of 23 cases) were slightly better (lower) than the total median score of teachers in secondary schools.

The least desirable (highest) total score for principals (40) was reported by an elementary school principal (in School 26) while the most desirable total score (12) was reported by two elementary school principals (in Schools 16 and 22). The least desirable median total score for teachers (32) was reported by elementary teachers (in School 26) and the most desirable median total score for teachers (14) was also reported by elementary teachers (in School 32).

In general, the data indicate that the morale of secondary school principals was generally slightly better than that of elementary school principals, but that the morale of elementary school teachers was slightly better than that of secondary school teachers. It is in the secondary schools, therefore, that the greater deviation between the morale of principals and teachers existed, suggesting the possibility of differences in perceptions and expectations between secondary school principals and teachers in regard to the dimensions of the instrument used to obtain this information.

The data on the scores of principals and teachers on the two individual items measuring "own morale" and "individual perception of the level of group morale" are reported in Table 43. Even a cursory examination of the data reveals that there was little difference among principals and teachers, or between principals and teachers, on these two items. In general, the majority of respondents indicated that their "own morale" and their "perception of the level of group morale" was high (1 or 2 on the five-point scale).

A further examination and tabulation of these data reveals that there was little difference between elementary and secondary school principals or between elementary and secondary teachers on the "own morale" item. However, there was a slight tendency for more elementary principals to have a relatively less desirable (higher) score than secondary principals on the "individual perception of the level of group morale" item. The reverse was true for elementary school teachers, as compared with secondary school teachers, on this item. Generally, there was a slight tendency for the scores of both elementary and secondary school principals on both these single items to be slightly more desirable (lower) than the score of their own teachers on both these same items.

It is interesting to note that the most "deviant" principal was an elementary principal who had the least desirable possible score (5) on the "individual perception of the level of group morale" item, and that the median score of the teachers in his school on the same item was also the least desirable (3.5) score of teachers on either of the two individual items reported in Table 43. Yet, in spite of this undesirable score on the "perception of morale" item, the score of both the principal and the median score of teachers on the "own morale" item was a rather highly desirable score (2). This phenomenon suggests that the perception of both the principal and of the individual teacher in this school regarding the level of morale of others in the school was a rather inaccurate perception.

In general, there were more deviant (less desirable) median teacher scores on both these two items in elementary schools than in secondary schools.

Morale z Scores

The general total morale scores of principals and the median total morale scores of the teachers in each school were converted into z scores. The result is reported in Table 44. The summary of these z scores are reported in Table 45.

In general the z score data support the previous summary of findings based on the raw general total morale scores of principals

TABLE 44

MORALE OF PRINCIPALS AND TEACHERS IN TERMS OF z SCORES

System	School	Principal		Teachers	
		Elem.	Sec.	Elem.	Sec.
A	11		47		43
	12	37		43	
B	13		37		43
	14	45		37	
C	15		57		54
	16	35		40	
D	17		61		57
	18	53		54	
E	19		47		40
	20	51		46	
F	21		61		57
	22	35		43	
G	23		49		66
	24	47		54	
H	25		41		63
	26	91		80	
I	27		47		57
	28	53		40	
J	29		43		43
	30	51		34	
K	31		37		54
	32	51		28	
L	33		43		60
	34	65		49	
M	35		64		69
	36	43		54	
N	37		60		57
	38	51		46	
O	39		39		54
	40	45		49	
P	41		--		40
	42	51		49	
	43		39		51
	44	49		60	
Q	45		43		49
	46	47		57	
	47		47		49
	48	51		37	
R	49		53		56
	50	47		54	
S	51		49		51
	52	57		57	
T	53		57		43
	54	50		51	
U	55		57		37
	56	43		40	

TABLE 45

SUMMARY OF z SCORES OF PRINCIPALS AND TEACHERS ON MORALE

Respondent	z Scores			
	40 or less	41 - 50	51 - 60	61 or more
Elem. Principals	3	9	9	2
Sec. Principals	4	10	5	3
All Principals	7	19	14	5
Elem. Teachers	7	7	8	1
Sec. Teachers	3	6	11	3
All Teachers	10	13	19	4

and teachers. As indicated in that analysis, the greatest difference in general total morale appeared to be between elementary and secondary teachers. There was little difference in z scores between elementary and secondary principals. These findings suggest additional support for the conclusion that the greatest difference in principal-teacher morale occurred in the secondary schools.

These conclusions are further supported by the analysis of morale z scores presented in Table 46. In terms of the z scores of each principal and the z scores of the teachers in his school (based on median total general morale scores), elementary principals in general appeared to have a higher level of morale than their teachers. On the other hand, the secondary principals had a lower level of morale than the teachers in their school. These findings also indicate that in the secondary schools the difference between principal and teacher morale was, on the average, slightly greater than the difference between principal and teacher morale in elementary schools. Looking at these differences from another point of view, there is a strong indication (by implication of the differences in principal and teacher morale) that the morale of elementary teachers was lower than the morale of secondary teachers.

These patterns of z scores, examined in terms of differences between the principal's and the teachers' morale in a given school, indicate that in 15 elementary schools there was little difference between the morale of the principal and his teachers, in 3 elementary schools the principal's morale was higher than his

TABLE 46

DIFFERENCE BETWEEN MORALE z SCORES OF PRINCIPAL AND TEACHERS IN EACH SCHOOL

Measures of Difference	Principal-Teacher Differences[a]	
	Elementary N = 23	Secondary N = 22
Differences	- 71 +117	-132 + 59
Sum of Differences	+ 46	- 73
Total Difference	188	191
Mean Difference	8.17	8.68

[a] A minus sign (-) indicates Principal's Morale z Score was less than that of the teachers in his school; a plus sign (+) indicates the Principal's Morale z Score was higher than that of the teachers in his school.

teachers' morale, and in 5 elementary schools the teachers' morale was higher than the principal's morale. In 14 secondary schools there was no difference in the principal's and teachers' morale, in 6 secondary schools the principal's morale was higher than his teachers' morale, and in 3 secondary schools the teachers' morale was higher than the principal's morale.

An examination of morale z scores within a given school system reveals that the morale of the elementary and secondary principals in 12 districts was relatively the same, in 5 districts the elementary principal's morale was higher than the secondary principal's morale, and in the 6 remaining districts the secondary principal's morale was higher than that of the elementary principal. In 16 school districts the morale of the elementary and secondary teachers was the same, in 6 districts the morale of elementary teachers was higher than the morale of secondary teachers, and in only 1 district was the morale of secondary teachers higher than the morale of the elementary teachers.

Principal's Perception of General Work Situation

The Interview Schedule (described in Chapter III) was aimed at discovering the principal's perception of the major situational factors that influence his behavior and the operation of the school, plus information about the role setting that would possibly help interpret the findings obtained through other instruments.

General Orientation to the Work Situation:

Before discussing the aspects of the work situation elicited from the interviews, the general outlines of the principals' perceptual orientations need to be sketched in as an introduction. What is the scope of the school principal's situational orientation? Which aspects of the situation are focused on? Does his orientation to his work tend to be more in terms of his role as principal or in terms of himself as a person?

The work situation of a principal could be schematized as circles enclosed by larger circles. He may perceive the situation as chiefly the activities and relationships attaching to his own role; or he may consider it to be primarily the school he administers; or he may relate to his role and to the school within the larger setting of the community. By examining the contexts of the first responses to three relatively unstructured questions about groups with whom he works (#2a, #3a, #6a) and to the question about the factor in a work situation most important to him (#8a), it was possible to discover the scope of the principal's work situation as he unconsciously defines it in the context of his words. Table 47 indicates that for 18 of the 46 principals, the community setting of the school is included as an integral part of the situation. This is more true for secondary school principals than for elementary, a difference which may be tied to the community service area of most of the high schools in the sample. Over two-thirds of the elementary principals can be said to limit their work settings to the schools they administer. The three principals who narrow their situational context to their own role can be considered deviant cases.

In an administrative position such as a principalship which

TABLE 47

SCOPE OF THE SITUATIONAL-ORIENTATION

	PRINCIPALS		
Context	All	Secondary	Elementary
Community & school	18	12	6
School	25	9	16
Own role*	3	2	1

$X^2 = 8.863$ $P. < .01$

*"Own role" was totaled with "school" to eliminate cells under 5

combines program-building with handling social relationships, there is a possibility of emphasizing either the program aspects or the social relational aspects of the work situation. A rather distinct emphasis on one or the other emerged from the context of responses to three questions asking how students, (parents), (teachers) affected what the principal had to do in his job. (#2b, #3b, #6b) and to the final question (#8) concerning what would help him carry out his job more effectively and how it would help. Table 48 shows that of the 41 principals for whom the evidence is clear, 25 unconsciously refer most often to the social relational aspect of their job situation; 16, or about one-third, refer to the school program. There are no differences between secondary and elementary principals in these proportions. Handling people seems to be emphasized substantially more than program-building in these school principals' orientation to their work situation.

Another dimension which might be called "style" of orientation is apparent from the responses to the above-mentioned queries relating to the principal's job. It is the tendency to

TABLE 48

ASPECT OF WORK SITUATION EMPHASIZED

		PRINCIPALS	
	All	Secondary	Elementary
Social relations	25	13	5
School program	16	8	8
Insufficient evidence	5	2	3

personalize the situation, i.e., to refer to it as a sort of private domain rather than as a professional role-setting. In Table 49 one can see that a fairly large proportion, 15 out of 41, reveal this tendency to personalize. A reading of these 15 interview schedules reinforces the context classification by indicating that most of the self references were concerned with personal control of the situation. The protocols in several cases seem to say not just, "I am the principalship," but "I am the school." Although differences in this tendency between the secondary and elementary principals does not reach statistical significance, the direction of the difference is worth commenting upon. The secondary principals are more apt to personalize their orientation to their job. Interestingly enough, there is no relationship between an emphasis on the social relations aspect of the job and the tendency to personalize. Each seems to be a separate dimension.

TABLE 49

TENDENCY TO PERSONAL ORIENTATION

		PRINCIPALS	
	All	Secondary	Elementary
More personal	15	10	5
Less personal	26	11	15
Insufficient evidence	5	2	3

The School Perceived in Relation to Others in the Area:

The principals interviewed were asked as an introductory question: "How do you see your school in relation to other secondary (elementary) schools in the area?" A translation into a superior-inferior type of evaluation was made immediately by almost every respondent. Table 50 reveals that over half (24) said that their schools were superior to others in the area; 15 evaluated their schools as about equal; six, as inferior. This pattern of evaluation does not vary when checked by type of school administered, size of school, kind of community, or length of the principal's time in his job. How much the tone of the answer reveals is hard to guess. Is it "talking a good game" or defending an organization with which one is closely identified? There is some evidence in the description of groups with whom the principal works that a positive tone may be related to close identification (See Table 5).

TABLE 50

EVALUATION OF SCHOOL IN RELATION TO OTHERS IN THE AREA

	PRINCIPALS		
	All	Secondary	Elementary
Superior	24	13	11
Equal	15	7	8
Inferior	6	3	3
Superior in some aspects, inferior in others	1	0	1

The geographical area for which the comparison was made is clearly local (See Table 50). Fifteen of the 33 for whom such responses were recorded mentioned the school system; eight limited their reference to the county. Only six, all of them secondary principals, compared their schools with others outside the county. All but one of these men are in charge of high schools in fairly large towns. The referent high schools they mentioned are somewhat larger and richer in program than the ones they administered.

A probe on the basis for making the "superior-inferior" rating yielded a variety of responses. Academic quality of the program or students accounts for 12 or 39 evaluations; the "program," not specified to the academic, for 11 evaluations. Seven principals mentioned the community and class standing of the students. The quality of the teaching staff was spoken of only four times and by elementary principals. If the responses to this question are a valid index, the academic function does not seem to be the primary basis used by school principals for evaluating a school.

Groups With Whom the Principal Works: Students, Parents, and Teachers

When the principals were asked to describe the students in their schools, the parents of the students, and the teachers (#2a, #3a, #6a), the adjectives used by principals furnished several clues to their perception of an important part of the situation and to the groups with whom they have to work most closely to carry on an educational program. Each of these groups, it is true, has a different kind of relationship to the principalship. The principal in almost every case has a position of final authority with students, and of intermediate authority with the teachers, who are, moreover, his co-workers. His position with parents is less institutionalized. He is more of a representative (interpreter and mediator) of school authority with them because they are not part of the system which he administers.

Table 51 summarizes the referents for the adjectives used first in describing the three groups. The relation of the students and teachers to the school and to the principal seems to be taken for granted more than the relation of the parents, which is the referent of the adjective in fifteen of twenty-three responses. Perhaps the connection with the school is implied in adjectives describing academic qualities which make up the modal class for teachers (30 of 46 referents) and for students. Academic qualities such as college training, etc. were referred to 11 times for the parents, but not as often as their relation to school and principal and their community or class status.

Table 52, which summarizes the primary context of the descriptions of the three groups, shows clearly that the principals tend to perceive the students and parents rather equally as part of the community and part of the school. The teachers occupational affiliation with the school and principal, on the other hand, predominates in his perception of them. There were no differences in this between secondary and elementary principals.

Just as the principals see students and parents as "farther out" in the work situation, they tend to describe these groups more neutrally than they do the teachers (See Table 53). It may be that the principal's sense of responsibility for the teachers or his greater identification with them is operating here. When

TABLE 51

REFERENTS OF FIRST WORDS USED TO DESCRIBE PARENTS, STUDENTS, AND TEACHERS; CLASSIFIED

	PRINCIPALS		
	All	Secondary	Elementary
FOR STUDENTS:			
Community or social class status	18	8	10
Non-academic qualities	5	3	2
Academic qualities	20	10	10
Relation to school and/or principal	3	2	1
FOR PARENTS:			
Community or social class status	15	6	9
Non-academic qualities	6	3	3
Academic qualities	11	7	4
Relation to school and/or principal	15	7	8
FOR TEACHERS:			
Community or social class status	1	0	1
Non-academic qualities	9	5	4
Academic qualities	30	14	16
Relation to school and/or principal	6	4	2

TABLE 52

PRIMARY CONTEXT OF DESCRIPTIONS OF STUDENTS PARENTS, AND TEACHERS

	DESCRIPTIONS		
	Of Students	Of Parents	Of Teachers
Community	23	26	3
School*	23	20	43

*Including principal's own role

TABLE 53

TONE OF DESCRIPTION OF STUDENTS, PARENTS, AND TEACHERS

	PRINCIPALS		
DESCRIBING STUDENTS:	All	Secondary	Elementary
Positive tone	17	12	5
Neutral tone	27	11	16
Negative tone	2	0	2
	6.863 P <.01*		
*"Neutral" and "Negative" categories were capsized to eliminate 0			
DESCRIBING PARENTS:			
Positive tone	15	6	9
Neutral tone	25	14	11
Negative tone	6	3	3
DESCRIBING TEACHERS:			
Positive tone	34	19	15
Neutral tone	10	4	6
Negative tone	2	0	2

chi square tests were run to discover variations in tone used by the two types of principal for the three groups, the secondary principals were significantly more positive in tone concerning the teachers compared with parents; and the elementary principals were more positive concerning the teachers compared with students.

It is interesting to note that the elementary principals are significantly less apt to speak of their students positively. The detached tone of these principals may have something to do with the more homogeneous, neighborhood character of their schools. If one examines their comments concerning parents and students on the protocols, a preoccupation with social class status emerges. If the class status is low, the principals seem less able to affirm students and parents.

TABLE 54

GENERAL CONTEXT IN WHICH COMMUNITY SETTING IS PERCEIVED

	PRINCIPALS		
	All	Secondary	Elementary
Qua community	29	18	11
Primarily in relation to the school	17	5	12

TABLE 55

COMMUNITY INDIVIDUALS OR ORGANIZATIONS OF WHOM THE PRINCIPAL HAS TO BE AWARE

	PRINCIPALS		
	All	Secondary	Elementary
None perceived	7	2	5
Individuals	9	4	5
Organizations	24	13	11
Individuals & organizations	6	4	2

TABLE 56

TYPES OF ORGANIZATIONS MENTIONED

	PRINCIPALS		
	All	Secondary	Elementary
Civic & service clubs	17	11	6
Churches & religious groups	9	8	1
Patriotic organizations	4	3	1
Character building organizations	2	0	2
Business firms	1	1	0
School-related organizations	13	7	6
Times mentioned	46	30	16

There is no doubt from the evidence in the interviews that teachers are perceived differently from the other two groups; they are part of the "in-group" of the system. This finding bears out the decision in the planning of the research design to limit the groups questioned about the principal's role to superintendents and teachers.

The Local Community

The principals were asked "What people or groups do you have to be aware of and work with in running a school in this community?" and "Why?" (#4). Seven of them (See Table 55) felt that they need not be aware of any individuals or organizations in the community. The reason given by four elementary principals for this response was that the people of the community just "do not care." A secondary principal of a large, new metropolitan high school said that the neighborhood community was as yet new and unstabilized. Organizations, chiefly civic and service clubs or clubs serving the school, such as PTA, "Band Boosters," or "Quarterback Clubs," emerge as the parts of the community of which a principal should be most aware (Table 56). Religious groups are relatively important also; but they do not have the supportive relation to the school program that the organizations most often mentioned have. In the cases when individuals were mentioned, they were usually identified occupationally as "military personnel," "business men," "ranchers," "college professors," etc. Individuals, except for parents, were never perceived as supportive; in all but two instances, they were defined in terms of real or potential interference.

When the context of the replies to the question directed to the community (#4) are analyzed in a manner similar to the contextual analysis which showed the scope of the work situation perceived, the finding that the secondary school principals tend to be more community-oriented is borne out (Comparison of Tables 47 and 54). The evidence in content and context of this question suggests that secondary school principals, working closer to the community _qua_ community, tend not only to include it in their work situation, but also to perceive it in a broader context than just relation to school activities. The elementary principals, on the other hand, seem to have a direct relation with few community groups beyond PTA, and these contacts are limited to children's activities, such as playground and scouting.

The wording of the question about community individuals and groups does not refer directly to pressures which might keep the principal from being a free agent. In many cases, however, the principal volunteered information about this; sometimes, a probe suggested it. At any rate, there was sufficient comment on all the protocols to classify the situations where pressure was perceived and where it was not (Table 57). Community pressures are not significantly related to the type of school (secondary or elementary) nor to the degree of urbanization in the community. When secondary and elementary situations are classified separately, size of school makes no difference in perception of pressure by the secondary principals; but more of the principals of larger elementary schools perceive pressures ($X^2=5.512<P.02$). Obviously

TABLE 57

PERCEPTION OF COMMUNITY OR PARENTAL PRESSURES

	All	Secondary	Elementary
Pressures perceived	19	11	3
Not perceived	27	12	15

what can be perceived as "pressure" by a principal can be an influence exerted by people in the community toward either strengthening the educational program or weakening it by imbalance or restriction of academic freedom. In the 19 cases in which pressures were commented on, only four (one secondary and three elementary), principals indicated that the aim was to improve the program.

Are pressures from the community perceived as situational factors a principal accepts and passively complies with, or are they factors he attempts to counteract or deal with in some manner? Five of the 11 secondary principals who spoke of community pressure indicated an attempt to deal with it, chiefly by keeping people informed of the school's policies and program. Only one of them mentioned active participation in community activities as a means of dealing with community groups. Three of the eight elementary principals mentioned keeping people informed as a counter-measure against undue community influence. The fact that more than half of the 19 principals faced with this problem indicated passive compliance tells something about the way the community relations aspect of the principal's role is defined.

The findings about pressure become even more interesting when considered with the responses to the question concerning the areas of the educational program which are most important to the people of the community (#5a). Table 58 classified these replies according to categories which have been used to describe the task of public education, i.e., academic preparation, personal-social development, and vocational training. A primary interest in academic preparation was mentioned by only 27 principals, 16 of whom were in elementary schools; personal-social development, which can usually be translated "athletics," was perceived as the greatest interest in eight cases; vocational training in three. The general pattern of responses is not very different between secondary and elementary principals; but between urbanized and rural settings there is more difference--greater interest in personal-social and vocational areas of the educational program in rural communities. When the educational areas of greatest interest are cross-classified by the perception of community pressures, several connections emerge (Table 59). For the three cases in which the pressure is to strengthen the program, the chief interest is

TABLE 58

EDUCATIONAL AREAS OF GREATEST INTEREST TO COMMUNITY

	PRINCIPALS				
	All	Sec.	Elem.	Urban S-E	Rural S-E
Academic preparation	27	11	16	15	12
Personal-social development (athletics, etc.)	8	4	4	2	6
Vocational training	3	3	0	1	2
Different for different groups	5	4	1	3	2
Balance of areas	1	0	1	0	1
No response	2	1	1	1	1

academic. For the cases where there are dislocative pressures on the secondary school, there is more interest in personal-social development and vocational training.

TABLE 59

EDUCATIONAL AREAS OF GREATEST INTEREST BY PERCEPTION OF COMMUNITY PRESSURE

	PRINCIPALS			
	Secondary		Elementary	
	Pressure perceived	Not perceived	Pressure perceived	Not perceived
Academic preparation	4	7	8	8
Personal-social development (athletics, etc.)	2	2	0	4
Vocational training	3	0	0	0
Different for different groups	2	2	0	1
Balance of areas	0	0	0	1
No response	0	1	0	1

Among the 19 principals perceiving community pressures on the school program, there were four pairs of secondary and elementary from the same community, accounting for about one-third of the secondary situations in which pressure is perceived and half of the elementary. These four communities include two distinctly rural systems, one metropolitan, and one "company" city system. To discover more about the situational variations relating to the perception of pressure among the principals and the accuracy of their statements concerning the matter would require direct observation of the school-community situations.

The Educational Community:

It would be a mistake to consider schools as being operated only in a local community setting. Influences come also from the larger educational "community," regional and state regulatory and special interest associations. The respondents were queried on how much influence on their school program was exerted by these various associations and which ones were important. Table 60 indicates that the secondary principals were more prone to see "some influence," and the elementary to see "very little influence." Four of the five who saw the influence as strong were secondary principals. The North Central Association is the most potent outside influence on the secondary school programs if the times it was mentioned can be taken as an index (Table 61). No more than one-third of the high school administrators mentioned other kinds of state and regional influence. It is difficult to tell from the content of these responses how much these regulations and demands affect the principal's role. The impression one gets is that even though they are part of the "facts of life" on the secondary school level, they are not thought of as very important.

TABLE 60

DEGREE OF INFLUENCE PERCEIVED FROM STATE AND REGIONAL ASSOCIATIONS

	PRINCIPALS		
	All	Secondary	Elementary
Strong influence	5	4	1
Some influence	16	14	2
Very little influence	24	5	19
No response	1	0	1

TABLE 61

TYPES OF STATE AND REGIONAL ASSOCIATIONS MENTIONED

	PRINCIPALS		
	All	Secondary	Elementary
North Central Assoc.		15	1
Oklahoma Department of Educ.		6	2
Vocational		7	1
Music & speech, etc.		5	3
Oklahoma Athletic Assoc.		6	1
Education Assoc. (e.g., NEA)		6	1
No response		2	13

The Principal's Position in the School System:

Important clues to understanding the role of the school principal are to be found in certain factual information about his position in relation to the superintendent's office and to the policies and problems which affect the system as a whole. Even such a simple fact as the location of his office in relation to the superintendent's, or whether he has an office, may have a bearing on what he does. Two of the elementary principals, principals probably in name only, do not have an office. Four of the secondary principals have offices in the same building with the superintendent's office. The time which is allotted to his duties as principal may not be crucial, but it affects his role. Nineteen of the secondary principals and 16 of the elementary are full-time; three secondary and three elementary spend half or more of their time in administration. Only one secondary principal is allotted less than half-time for the principalship; and four of the elementary principals. Two of these elementary principals said they have no time assigned to their work as principal.

In any bureaucratic organization the degree of authority which attaches to a position is important to the fulfillment of its duties. How much authority do school principals have? The 46 principals in the sample were asked: "In what areas are you free to decide what goes on in your school?" The findings are summarized in Table 62. Twenty-eight of the principals, equally divided between secondary and elementary, seem to feel that they have considerable authority. Their comments, however, indicate that part of their freedom is "felt" rather than explicitly defined for the position. Are they as free as the superintendent allows? Within broad system policy, they seem to be more free in setting up the activity program and in disciplining the students than in other areas. In the curriculum offerings and organization, there is leeway for experimentation for most. Only one elementary principal expressed a sense of restriction from the elementary curriculum supervisor in the system.

TABLE 62

RELATIVE FREEDOM TO ADMINISTER THE SCHOOL

	PRINCIPALS		
	All	Secondary	Elementary
Considerable freedom	18	9	9
Limited freedom	28	14	14

The perception of freedom in administering the school is not related to the length of the principal's time in the position. Whether the school system is in an urban or rural setting shows up as a difference between secondary and elementary. The rural secondary principal and the urban elementary principal are more apt to feel that freedom is limited; whereas the urban secondary and the rural elementary principals tend to feel considerable freedom. This difference is probably related to the size and organization of the school systems involved.

In order to have more specific evidence about how much authority and freedom a principal has in his school, the interviewees were asked "How much does the superintendent involve you in the hiring of teachers?" (#7b). The hiring of teachers is certainly one of the major and most frequently mentioned means by which an educational administrator can exert influence on the program he administers. Table 63 reveals that only eight of the 46 principals have any real authority in this matter. The comments made in answering the question do indicate that there is some informal persuasion in consulting with the superintendent or in recommending candidates although this varies greatly among the school systems. Eight of the principals are not involved in any way. How much the principals are involved in the hiring of teachers is not related to type or size of school or to the type and kind of school system.

TABLE 63

DEGREE OF INVOLVEMENT IN HIRING OF TEACHERS

		PRINCIPALS	
	All	Secondary	Elementary
Virtually "hires"	4	2	2
Approves or vetoes	4	4	0
Can recommend candidates	16	9	7
Consults on vacancies	12	6	6
Not involved	8	2	6
No response	2	0	2

An important facet of the perception of a work situation is the limitations and needs which are focused on. The respondents were asked two questions relating to this: "What are some of the things which limit you in having the kind of program you want in your school?" (#5b), and "If your present superintendent asked you what would help you most to carry out your job more effectively, what would you ask for?"(#8b). Table 64 shows how clearly the limitations mentioned are related to financial support. The secondary principals did not translate their answers into what money might provide as much as the elementary ones did; fifteen of them just said "Money."

TABLE 64

LIMITATIONS TO PROGRAM MENTIONED

	PRINCIPALS		
	All	Secondary	Elementary
Related to financial support:	30	17	13
Money	20	15	5
Facilities & materials	4	0	4
Number of teachers	6	2	4
Other:	11	5	6
Quality of teaching staff	3	1	2
Type of student	1	0	1
Time	2	0	2
System policy or community influence	5	4	1
No limitations	5	1	4
	3	0	3
No response		1	1

Table 65 reveals that in 32 of 46 interviews, there was a close correspondence between the responses about limitations and the kind of situational change most needed. The cases in which there was not much correspondence seemed to warrant further analysis. No pattern could be seen for the elementary principals; but for the secondary, the shift from the limitation mentioned (all of them related to money) was to a need for assistance in carrying out the job of principal (an assistant principal, more time, etc.) The focus narrowed from the school to the principal's office, not unnaturally since the reference in this question was to "your job."

TABLE 65

CORRESPONDENCE BETWEEN LIMITATION MENTIONED AND TYPE OF SITUATIONAL CHANGE MOST NEEDED

	PRINCIPALS		
	All	Secondary	Elementary
Close correspondence	32	16	16
Not close	9	6	3
Lack of response to compare	5	1	4

The Most Important Factor in the Work Situation and The Principal's Situational Focus:

The question which comes closer to a projective type than the others concerns the most crucial single fact the principal would like to know about the situation if he were considering a position in another system (#7). Table 67 indicates a range of idiosyncratic variation in the responses. Although lack of money is felt to be a limitation to program development by about two-thirds of the interviewees, only two secondary principals spoke of it as a crucial factor in considering another position. The most often mentioned condition was freedom to run the school;

TABLE 66

REFERENTS OF MOST IMPORTANT FACTOR IN A WORK STIUATION

	PRINCIPALS		
	All	Secondary	Elementary
Community	13	9	4
School system	10	6	4
Own position in system	15	6	9
School	8	2	6

TABLE 67

MOST IMPORTANT FACTOR IN A WORK SITUATION

	PRINCIPALS		
	All	Secondary	Elementary
COMMUNITY			
Kind of community, students, parents	7	4	3
Community relation to school	6	5	1
SYSTEM			
Kind of administration	2	1	1
Kind of people in system	2	1	1
Kind of superintendent	2	1	1
Supt.-School Board relations	1	1	0
Money for program	2	2	0
Organization of curriculum	1	0	1
OWN POSITION IN SYSTEM			
Relations between Supt's. office & principals	3	0	3
Freedom to run school	9	5	4
Authority to hire teachers	1	0	1
Salary	2	1	1
SCHOOL			
Kind of teaching staff (including morale)	8	2	6

authority in hiring teachers, however, was only mentioned once.

Because of its unstructured phrasing, the responses to this question can be regarded as a kind of check on the analysis and interpretation of other questions. Table 66 which summarizes the referents of the "most important factor" makes it easy to see that school principals' central work situation is their position in the school system rather than in the schools they administer, with the community context being seen as important by less than one-third, chiefly those in secondary schools. Social relational aspects of the principalship are distinctly more important than program building to the majority of the principals, just as was indicated in the analysis for the general orientation to the situation.

Reliability of Instruments Measuring Dependent and Independent Variables

Although some attention was given in Chapter VI to discussing the reliability of instruments that measured independent variables, they were not discussed in relation to the reliability of instruments used to measure dependent variables. This total picture of reliability is necessary to understand the limitations of relationships between dependent and independent variables that will be reported in Chapter IX.

Two types of reliability were investigated: (a) a test-retest (stability or consistency) analysis of findings obtained through the first administration of dependent variable instruments compared with findings obtained through the second administration of selected dependent-variable instruments, and (b) internal consistency (equivalence) based on responses obtained only on the first administration of instruments. This latter analysis is most important since the basic data presented in this report is based solely upon the responses obtained from subjects during the first administration of study instruments.

Test-Retest Consistency Analysis

The Principal Role Behavior - Content instrument was administered on two different occasions to teachers, principals, and superintendents. On the second administration the teachers were asked only regarding their role expectations ("should") of their principal; superintendents were asked to indicate only their expectations for the elementary and secondary school principal in their district included in the sample, and principals were asked only their first-order role expectations ("I should") and their attributed expectations regarding their superintendent and teachers ("My Superintendent expects me to" and "My Teachers expect me to"). Only these responses from the first and second administration were compared in the PRB-C test-retest consistency analysis.

This analysis was made through the use of the Spearman rank order correlation statistic, and the results are reported in Table 68. The correlations are based on the relationship between (a) the number of each type of respondent (principal, superintendent, teachers) who marked a given item on the PRB-C instrument as "high" (Usually, Often, or Sometimes) on the first administration of the instrument and (b) the number of each type of respondent who marked the same item as "high" on the second administration of the instrument. This number was computed for each of the 32 items of the instrument on each administration and this number of respondents was ranked in order, most to least, from 1 to 32. The comparison of these rank orders were the basis for computing the Spearman rank order correlation.

These test-retest findings on the PRB-C instrument would suggest that the first-order expectations of principals, superintendents, and teachers were consistent. The findings also suggest that the attributed expectation responses of principals were consistent. These findings suggest that the responses obtained from the PRB-C instrument did not change radically over the period of approximately two months separating the first administration from the second administration of the instrument.

The Leadership Behavior Description Questionnaire was administered a second time to superintendents, principals, and teachers regarding their role expectations (Ideal or "should") regarding the school principal. Superintendents were asked about the elementary and secondary principal in their system who was participating in the study; principals were asked to respond in terms of themselves; and teachers responded in terms of their own principal. Therefore, the test-retest analysis of the LBDQ refers only to the consistency of Ideal responses concerning the Initiating Structure and Consideration dimensions.

The results of this analysis are reported in Table 69. The analysis was made through the use of Spearman rank order

TABLE 68

RELATIONSHIP BETWEEN THE RESPONSES OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS TO SELECTED QUESTIONS ON TWO ADMINISTRATIONS OF THE PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

Questions	Respondent									
	Elementary Principals		Secondary Principals		Superintendents regarding				Teachers	
					Elementary Principals		Secondary Principals			
	r	P	r	P	r	P	r	P	r	P
"I should"	.878	<.01	.790	<.01						
"Principal X should"					.891	<.01	.851	<.01		
"My Principal should"									.851	<.01
"My Superintendent expects me to"	.843	<.01	.715	<.01						
"My Teachers expect me to"	.885	<.01	.762	<.01						
"My Superintendent should expect me to"	.763	<.01	.804	<.01						
"My Teachers should expect me to"	.742	<.01	.868	<.01						

correlation. For superintendents and principals this rank order correlation was based on the relationship between (a) the weighted score of a given respondent (46 principals and 46 responses of superintendents -- regarding 23 elementary and 23 secondary principals) to the 20 items of the LBDQ used to measure each dimension obtained in the first administration of the instrument and (b) the weighted score of the same respondent to the 20 items on the identical dimension obtained on the second administration of the instrument. For teachers, the Spearman rank order correlation was based on the relationship between (a) the number of teachers who had a given weighted score on the 20 items of a given dimension on the first administration and (b) the number of teachers who had the same given weighted score on the 20 items of the same dimension on the second administration of the instrument.

TABLE 69

RELATIONSHIP BETWEEN "PRINCIPAL SHOULD" (IDEAL) RESPONSES OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS ON TWO ADMINISTRATIONS OF LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE

Respondent	Dimension			
	Initiating Structure		Consideration	
	r	P	r	P
Superintendents	.508	<.01	.161	NS[a]
Principals	.716	<.01	.320	NS
Teachers	.655	<.01	.933	<.01

[a] Not significant.

The findings indicate a significant correlation (consistency) in the Ideal responses of all subjects only in regard to the Initiating Structure dimension. Only the teachers' Ideal responses on the Consideration dimension appeared to be consistent, but the significance of this relationship might be questioned because of the generalized base used to compute the rank order correlation.

The Semantic Differential Style of Behavior instrument was administered the second time to obtain only role perceptions ("does") responses regarding a given school principal's behavior. Therefore, the test-retest analysis of this instrument provided information only regarding the consistency of the "does" responses of superintendents, principals, and teachers.

Two different bases were used to compute the Spearman rank order correlation which was the statistic used to determine the consistency of responses obtained through the first and second administrations of the instrument. For teachers the correlation was based on the relationship between (a) the distribution of the number of teachers who had a given composite score on a given dimension on the first administration and (b) the distribution of the number of teachers who had an identical given composite score on the same dimension on the second administration of the instrument. The composite score of each teacher subject on a given dimension was based on the summation of the responses to the scales related to that dimension: 3 scales for the Evaluative dimension, 2 scales for the Activity dimension, and 3 scales for the Potency dimension. The findings of this analysis are reported in Table 70

The rank order correlation for superintendents and for principals was based on the relationship between (a) the sum of the scores of a given subject to all the scales (3, 2, and 3 respectively for E, A and P dimensions) on a given dimension summed over all eight task areas on the first administration and (b) the sum of the scores of the same subject to all the scales on the same dimension summed over all eight task areas on the second administration of the instrument. The findings of this analysis are reported in Tables 70 and 71.

These computations of the test-retest consistency indicated a significant relationship between the "does" responses of teachers, superintendents, and principals for all three dimensions on the first and second administrations of the Semantic Differential instrument. These findings suggest that the role perceptions of school principals as measured by the Semantic Differential instrument did not change significantly over the two month period separating the two administrations of the instrument.

Internal Consistency Analysis

Kuder-Richardson Formula 21 was used to provide a conservative estimate of the internal consistency of the responses of subjects in terms of the dimensions of the FIRO-B, LBDQ, and the scores from the DOC and General Conditions in Your School (morale) instruments obtained during the first administration of all study instruments. This analysis was carried out because of the various and multiple assumptions underlying the calculation of consistency measures using the Spearman rank order correlations.

The Kuder-Richardson correlation coefficients are presented in Table 72 along with the means and standard deviations, and are

TABLE 70

RELATIONSHIP BETWEEN TEACHERS' "MY PRINCIPAL DOES" RESPONSES ON TWO ADMINISTRATIONS OF SEMANTIC-DIFFERENTIAL STYLE OF BEHAVIOR INSTRUMENT

Stimulus Concept	Dimension		
	Evaluative r	Activity r	Potency r
"Curriculum"	.996[a]	.996[a]	.721[a]
"Instruction"	.945	.966	.699
"Maintaining Facilities"	.912	.942	.896
"Maintaining Funds	.946	.940	.925
"Personal Relations with Teachers"	.858	.974	.795
"Professional Growth of Teachers"	.925	.960	.825
"Public Relations"	.847	.951	.660
"Communication with School Community"	.907	.964	.976
Dimension Average	.917	.960	.812

[a] In all cases r_s resulted in a $P < .01$ (r_s of $.601 = P < .01$)

TABLE 71

RELATIONSHIP BETWEEN SUPERINTENDENTS' AND PRINCIPALS' "PRINCIPAL DOES" RESPONSES ON TWO ADMINISTRATIONS OF SEMANTIC-DIFFERENTIAL INSTRUMENT

Respondent	Dimension					
	Evaluative		Activity		Potency	
	r	P	r	P	r	P
Superintendents	.680	<.01	.514	<.01	.521	<.01
Principals	.502	<.05	.459	<.05	.375	<.05

TABLE 72

MEANS, STANDARD DEVIATION, AND RELIABILITY COEFFICIENTS BASED ON MEDIAN RESPONSES OF TEACHERS IN EACH SCHOOL

	M	s	KR - #21*
Decision Orientation Consistency	9.67	1.55	.48
Differential Values Inventory (Trad.)	19.07	1.45	.397
Differential Values Inventory (Rej.)	48.79	4.07	.81
LBDQ			
Real Initiating Structure	40.98	5.38	.82
Ideal Initiating Structure	47.28	2.68	.76
Real Consideration	37.54	2.97	.59
Ideal Consideration	39.09	2.15	.005
FIRO-B			
Expressed Inclusion	5.24	.95	.54
Wanted Inclusion	2.87	1.95	.89
Expressed Control	2.02	1.74	.73
Wanted Control	4.89	.64	.38
Expressed Affection	3.56	.86	.58
Wanted Affection	5.11	.77	.65
Morale	21.45	3.45	.56

*Based on all teachers original responses based on the frequency output data of teachers (the means and standard deviations based on the frequency output data of superintendents and principals is presented in Table 73). A comparison of the correlation values indicates that most of the values lie between approximately .40 and .80 with the notable exception of the Ideal Consideration dimension of the LBDQ. There does not seem to be any relation between (a) the size of the correlation and (b) whether the FIRO-B dimensions are "expressed" or "wanted." However, with the LBDQ instrument, the "Real" (perception) dimension tends to have a higher coefficient than the "Ideal" dimension. In the case of the Ideal Consideration dimension of the LBDQ, the correlation coefficient is partially explained by the high degree of similarity of teachers' responses on this dimension.

Some Relationships Between Selected Dependent Variables

This section shall report the relationships that were discovered between the LBDQ and morale instruments and between the PRB-C and the LBDQ instruments. The findings of the Semantic Differential are not included due to the lack of independence among the three factors of that instrument and due to the error that was discovered in the Mann-Whitney z_U IBM 650 computer program that was used to calculate the relationships between the "should" and "does" responses of the Semantic Differential instrument. The relationships between the Interview Schedule and other dependent variables have already been discussed in this chapter. The multiple relationships among the various cognitions of the PRB-C instrument will be reported in Chapter VIII.

TABLE 73

MEANS AND STANDARD DEVIATIONS OF SUPERINTENDENTS AND PRINCIPALS RESPONSES

	N	M	s
Decision Orientation Consistency	50	10.06	3.13
Differential Values Inventory (Trad.)	61	19.19	3.3
Differential Values Inventory (Rej.)	61	48.29	15.0
LBDQ			
Supt. rating, Sec. Prin. & Sec. Prin.			
Real Initiating Structure	43	41.16	6.77
Ideal Initiating Structure	44	46.54	4.79
Real Consideration	44	37.25	3.39
Ideal Consideration	45	40.27	3.96
Supt. rating, Elem. Prin. & Elem. Prin.			
Real Initiating Structure	41	39.68	6.54
Ideal Initiating Structure	43	46.14	5.15
Real Consideration	43	38.00	3.20
Ideal Consideration	43	40.37	4.04
FIRO-B			
Expressed Inclusion	69	5.71	1.96
Wanted Inclusion	69	4.45	3.63
Expressed Control	69	3.71	2.63
Wanted Control	69	5.03	1.88
Expressed Affection	69	4.51	2.24
Wanted Affection	69	5.69	2.20
Morale	45	19.3	4.94

Relationship Between Morale and LBDQ

The level of principal and teacher morale was related to (a) the responses of principals and teachers to LBDQ items, and (b) the differences in scores between a principal and his teachers on the LBDQ instrument. The chi square statistic was used to determine the significance of these relationships.

Only two significant relationships (the second dependent upon the first) were discovered; both were related to the amount of principal-teacher agreement on Ideal (expectations) Initiating Structure:

1. The level of the Morale of secondary teachers (not of elementary teachers) was related significantly (.05 level) to the amount of agreement between the teachers and their principal regarding Ideal Initiating Structure behavior (LBDQ instrument) that should be exhibited by the school principal. This was a *direct* relationship (i.e., the *higher* the morale of secondary teachers, the *more* the principal and teachers agreed as to how much the principal should exhibit Initiating Structure behavior). (Chi square = 4.91)

2. The Morale of both elementary and secondary teachers was related significantly (.05 level) to the amount of principal-teacher agreement on Ideal Initiating Structure (LBDQ instrument). This *direct* relationship was due to the relationship indicated in item #26 more than to the relationship between these two factors in the case of elementary schools. (Chi square = 3.92)

PRB-C and LBDQ Relationships

The chi square statistic was used to determine the significant relationships existing between the responses of subjects on the PRB-C instrument and the responses of the same subjects on the LBDQ. (The nature of this methodology is described in Chapter V.) The relationships of principals' responses will be discussed first, followed in order by those related to superintendents' and teachers' responses.

A total of 36 significant chi square relationships, significant at least at the .05 level, was found between the responses of principals on the PRB-C instrument and their responses on the LBDQ (Table 74). Over two-thirds of these significant relationships were accounted for by secondary school principals. The largest number of significant relationships were in terms of principals' perceptions of their own role behavior ("I do"), their perceptions of the way their superintendent and teachers perceive their behavior ("....perceive that I"), and what expectations they think their teachers should hold for their role ("My Teachers should expect me to"). Over two-thirds of the significant relationships were between PRB-C responses and the Ideal Initiating Structure and the Real Consideration dimensions of the LBDQ. These 36 significant relationships were approximately seven per cent of the possible number of significant relationships.

These 36 significant chi square relationships are analyzed in Table 75 in terms of the Nomothetic and Idiographic dimensions by task area on the PRB-C instrument and the four dimensions of the LBDQ. Over two-thirds of the significant relationships were due to the relationship between LBDQ dimensions and the Curriculum and Instruction and the Community Relationships task areas of the PRB-C instrument. Twice as many significant relationships were related to the Idiographic dimension as to the Nomothetic dimension of the PRB-C instrument. This latter finding is interesting in that one would expect the Nomothetic dimension of the PRB-C to be more related to the Initiating Structure dimension

TABLE 74

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN RESPONSES OF PRINCIPALS ON PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT AND THEIR RESPONSES ON THE LBDQ INSTRUMENT

	LBDQ				
Responses on Principal Role Behavior-Content Instrument	Real Consid.	Real IS	Ideal Consid.	Ideal IS	Total
Elem. Prin. "I Should"				1	1
Elem. Prin. "I do"		2		1	3
Sec. Prin. "I do"	3		2	2	7
Sec. Prin. "My Teachers Expect Me to"	1				1
Elem. Prin. "My Supt. Perceives that I"		3			3
Sec. Prin. "My Supt. Perceives that I"	2		1	1	4
Elem. Prin. "My Teach. Perceives that I"				1	1
Sec. Prin. "My Teach. Perceives that I"	3		1	3	7
Elem. Prin. "My Supt. Should Expect Me to"				1	1
Sec. Prin. "My Supt. Should Expect Me to"		1			1
Elem. Prin. "My Teachers Should Expect Me to"				1	1
Sec. Prin. "My Teachers Should Expect Me to"	2		2	2	6
Total Elem. Prin.	0	5	0	5	10
Total Sec. Prin.	11	1	6	8	26
Total All Prin.	11	6	6	13	36

TABLE 75

ANALYSIS OF SIGNIFICANT CHI SQUARES FOR PRINCIPALS BETWEEN PRB-C AND LBDQ INSTRUMENTS REGARDING TASK AREA AND STYLE

PRB-C Instrument			LBDQ				
Respondent	Area	Style	Real Consid.	Real IS	Ideal Consid.	Ideal IS	Total
Elem. Prin.	C + I	N		2		1	3
		I				2	2
	Pers.	N					0
		I					0
	C - R	N				2	2
		I					0
	F & F	N		1			1
		I		2			2
			0	5	0	5	10
Sec. Prin.	C + I	N	1				1
		I	4		2	3	9
	Pers.	N					0
		I	1		1	1	3
	C - R	N	1	1	1	1	4
		I	3		2	2	7
	F & F	N	1				1
		I				1	1
			11	1	6	8	26
All Prin.	C + I	N	1	2		1	4
		I	4		2	5	11
	Pers.	N					
		I	1		1	1	3
	C-R	N	1	1	1	3	6
		I	3		2	2	7
	F & F	N	1	1			2
		I		2		1	3
			11	6	6	13	36
Totals	C + I		5	2	2	6	15
	Pers.		1	0	1	1	3
	C - R		4	1	3	5	13
	F & F		1	3	0	1	5
	N		3	4	1	4	12
	I		8	2	5	9	24

of the LBDQ, and the Idiographic dimension and the Consideration dimension related similarly. Yet the findings indicate that the Idiographic dimension of the PRB-C instrument was related more to both the Ideal Initiating Structure and Real Consideration dimensions of the LBDQ than was the Nomothetic dimension.

These findings regarding principals' responses on the PRB-C and LBDQ instruments suggest that the relationships are related to the nature of the cognition (perception of own role, perceptions of others' role perceptions, and ausvalued expectations regarding teachers). In addition, the findings suggest some independence between the Nomothetic and Initiating Structure and between the Idiographic and the Consideration dimensions of the PRB-C and LBDQ instruments, suggesting a difference in the dimensions of the Getzels-Guba theory and the leadership theory developed during the Ohio State Leadership studies.

Table 76 reports the relationship between the superintendents' "should" and "does" responses on the PRB-C instrument regarding their elementary and secondary principals and their "should" (Ideal) and "does" (Real) responses on the LBDQ regarding their elementary and secondary principals. A total of 13 significant relationships (about 10 per cent of those possible) were found with little difference between the number relating to elementary or secondary school principals.

Again, as in the case of principals, most of these significant relationships were due to the Curriculum and Instruction and the Community Relationships task areas of the PRB-C instrument and

TABLE 76

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN RESPONSES OF SUPERINTENDENTS ON PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT AND THEIR RESPONSES ON LBDQ INSTRUMENT

Responses on Principal Role Behavior - Content Instrument	LBDQ				
	Real Consid.	Real IS	Ideal Consid.	Ideal IS	Total
"Elem. Prin. Should"					0
"Sec. Prin. Should"	2	2	1		5
"Elem. Prin. Does"	4		1		5
"Sec. Prin. Does"			3		3
Total Re: Elem. Prin.	4	0	1	0	5
Total Re: Sec. Prin.	2	2	4	0	8
Total Re: All Prin.	6	2	5	0	13

Analysis by Area & Style

Area	Style					
C + I	N	3	1	1		5
	I	1		1		2
Pers.	N	1		1		2
	I					0
C - R	N					0
	I	1	1	2		4
F & F	N					0
	I					0
		6	2	5	0	13

(differing from the principals in this case) the Real and Ideal ("does" and "should") Consideration dimension of the LBDQ. The Initiating Structure dimension (both Real and Ideal) accounted for only two significant relationships.

It is interesting to note that superintendents' role expectations for elementary principals on the PRB-C instrument were not related to any dimension of the LBDQ. The majority of significant relationships were due to the superintendents' role expectations of their secondary principal and their role perceptions of their elementary principals on the PRB-C instrument. There was no difference between the Nomothetic or Idiographic dimensions of the PRB-C instrument in generating significant relationships with any LBDQ dimension (seven and six respectively).

The relationships between teachers responses on the PRB-C and LBDQ instruments present an additional pattern. Table 77 reports the relationships in terms of teachers' expectations of their principal, Table 78 reports the relationships in terms of teachers' perceptions of their principal's behavior, and Table 79 combines the findings reported in Tables 77 and 78.

Table 77 indicates that there was little difference between the task areas of the PRB-C instrument in their ability to generate significant relationships with LBDQ dimensions. Neither was there much difference between the Nomothetic and Idiographic dimensions of the PRB-C in their ability to generate significant relationships with LBDQ dimensions (216 and 221 respectively). These role expectation ("should") of teachers on the PRB-C instrument appeared

TABLE 77

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN TEACHERS RESPONSES TO "MY PRINCIPAL SHOULD" ON PRB-C INSTRUMENT AND THEIR LBDQ RESPONSES

PBR-C Instrument		LBDQ					
Area	Style	Real Consid.	Real IS	Ideal Consid.	Ideal IS	Total	
C & I	N	13	13	12	15	53	113
	I	13	12	18	17	60	
Pers.	N	10	16	8	14	48	98
	I	11	13	12	14	50	
C - R	N	15	15	12	20	62	120
	I	11	17	14	16	58	
F & F	N	8	18	11	16	53	106
	I	10	14	12	17	53	
Total No.							
	N	46	62	43	65	216	
	I	45	56	56	64	221	
	N + I	91	118	99	129	437	
Rank Order (high to low)		4	2	3	1		

TABLE 78

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN TEACHERS RESPONSES TO "MY PRINCIPAL DOES" ON PRB-C INSTRUMENT AND LBDQ INSTRUMENT RESPONSES

PRB-C Instrument		LBDQ					
Area	Style	Real Consid.	Real IS	Ideal Consid.	Ideal IS	Total	
C + I	N	11	24	18	16	69	147
	I	15	23	18	22	78	
Pers.	N	12	22	14	18	66	145
	I	16	25	20	18	79	
C - R	N	8	20	16	18	62	141
	I	15	23	21	20	79	
F & F	N	12	26	18	22	78	153
	I	13	22	18	22	75	
Total No.							
	N	43	92	66	74	275	
	I	59	93	77	82	311	
	N + I	102	185	143	156	586	
Rank Order (high to low)		4	1	3	2		

to be equally related to their role expectations (Ideal) and perceptions (Real) expressed on the LBDQ (228 and 209 respectively).

However, there was an apparent difference between the dimensions of the LBDQ in their ability to generate significant relationships with teachers' role expectations of their principal as expressed on the PRB-C instrument. The Initiating Structure dimension generated a greater number of significant relationships (247) than did the Consideration dimension (190). Teachers' PRB-C role expectations of their principal seem to be more related to LBDQ Initiating Structure than to LBDQ Consideration. Yet here again, as in the case of principals, there was no apparent expected relationship between the Nomothetic and Initiating Structure dimensions and the Idiographic and Consideration dimensions of the PRB-C and LBDQ instruments: both the Nomothetic and Idiographic dimensions were related more to the Initiating Structure dimension than to the Consideration dimension.

Table 78 indicates that, as in the case of role expectations, there was little difference between the task areas of the PRB-C instrument in their ability to generate relationships with LBDQ dimensions. In all task areas but one, (Maintaining Funds and Facilities) there was a slightly greater number of significant relationships generated by the Idiographic dimension than by the Nomothetic dimension (311 and 275 respectively, a difference of 36). These role perception ("does") responses of teachers on the PRB-C instrument generated a similar number of significant relationships between the Real ("does") and Ideal ("should") dimensions of the LBDQ (287 and 299 respectively).

There was an apparent difference, as in the case of teachers' role expectations, between the dimensions of the LBDQ in their ability to generate significant relationships with teachers' role perceptions as expressed on the PRB-C instrument. The Initiating Structure dimension, especially Real ("does") Initiating Structure, generated a greater number of significant relationships than did the Consideration dimension (341 and 245 respectively, a difference of 96). It would appear, then, that teachers' role perceptions of their principal on the PRB-C instrument were related more to LBDQ Initiating Structure than to LBDQ Consideration. Yet again, as in the case of principals and teachers' role expectations, there was no apparent relationship between the Nomothetic and Initiating Structure dimensions or between the Idiographic and Consideration dimensions of the PRB-C and LBDQ instruments; both the Nomothetic and Idiographic dimensions were related more to the Initiating Structure dimension than to the Consideration dimension.

Table 79 reports the relationships between the LBDQ responses of teachers with both the "should" and "does" responses of teachers on the PRB-C instrument. This table adds support to the interpretation made of the separate "should" and "does" PRB-C and LBDQ relationships reported above.

Summary: Relationship of Findings to Hypotheses

The findings reported in this chapter provide some evidence regarding the support and non-support of several hypotheses of the

TABLE 79

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN TEACHERS RESPONSES TO "MY PRINCIPAL SHOULD" AND TO "MY PRINCIPAL DOES" ON PRB-C INSTRUMENT AND THEIR LBDQ RESPONSES

PRB-C Instrument		LBDQ					
Area	Style	Real Consid.	Real IS	Ideal Consid.	Ideal IS	Total	
C + I	N	24	37	30	31	122	260
	I	28	35	36	39	138	
Pers.	N	22	38	22	32	114	243
	I	27	38	32	32	129	
C - R	N	23	35	28	38	124	261
	I	26	40	35	36	137	
F & F	N	20	44	29	38	131	259
	I	23	36	30	39	128	
Total No.							
	N	89	154	109	139	491	
	I	104	149	133	146	532	
	N + I	193	303	242	285	1023	
Rank Order (high to low)		4	1	3	2		

study. These hypotheses are those that are concerned with (a) the consistency of responses over a given period of time between the first and second administrations of selected instruments; (b) the relationship between the role expectations regarding a school principal held by different subjects, and in terms of task areas and dimensions of selected instruments; and (c) the relationship between the role perceptions of a school principal held by different subjects.

Consistency of Responses

There were three hypotheses that were related to the consistency of subjects' responses concerning role expectations and perceptions:

> Hypothesis 1.2 -- Unless there are radical changes in the immediate job situation, the role expectations school principals hold for themselves will not change significantly over a specified period of time.
>
> Hypothesis 2.5 -- Unless there are radical changes in the immediate job situation, the expectations that principals think their superintendent and teachers hold regarding his role will not change significantly over a specified period of time.
>
> Hypothesis 3.5 -- Unless there are radical changes in the immediate job situation, the role expectations held by a superintendent and teachers for a given school principal will not change significantly over a specified period of time.

The findings obtained from test-retest data would suggest that all three of these hypotheses could be accepted, especially in the case of principals and superintendents, in terms of the Principal Role Behavior - Content instrument. Because of the way the relationship between teachers' test-retest responses on the PRB-C instrument was computed, there might be some question as to whether the study findings support the "teacher" aspect of Hypothesis 3.5.

All three hypotheses seem to be supported by the test-retest data obtained from superintendents, principals, and teachers on the LBDQ in terms of the Initiating Structure dimension of that instrument, but not in terms of the Consideration dimension -- except in the case of teachers' test-retest consistency. Much of this failure in the consistency of responses on the Consideration dimension of the LBDQ may be due to the lack of internal consistency (Kuder-Richardson Formula 21 produced a reliability coefficient of only .005 on the Ideal Consideration dimension of the LBDQ regarding teachers' responses) of the Ideal (expectation) Consideration dimension for teachers' responses.

In general, but with some limitations in terms of the instrument used and in terms of the dimension of the LBDQ instrument, the data seem to give some evidence to accept Hypotheses 1.2, 2.5, and 3.5 as these were stated above and in Chapter II.

Although not stated in the hypotheses of the study, data were also obtained through the Semantic Differential instrument concerning the consistency of the role perceptions of subjects regarding the school principal. These data indicate a significant relationship between the role perception ("does") responses of principals, superintendents, and teachers for all three dimensions (Evaluative, Activity, and Potency) on the first and second administrations of the Semantic Differential instrument.

Role Expectations, First Order Cognitions

Five hypotheses of the study were concerned with certain characteristics of the role expectations of the school principal held by subjects. Only data related to first-order role expectations were reported in this chapter, so the discussion below is limited to these alone as they relate to these hypotheses. The five hypotheses were:

> Hypothesis 1.1 -- School principals will differ from one another in the expectations they hold for their role in terms of:
>
> a. selected task areas regarding the principal's job
>
> b. selected dimensions of administrative behavior
>
> 1. general perceptions of his work situation
>
> Hypothesis 3.1 -- There will be a relationship between the expectations teachers hold for the role of their principal and:
>
> a. selected task areas regarding the principal's job
>
> b. selected dimensions of administrative behavior
>
> Hypothesis 3.2 -- There will be a relationship between the expectations superintendents hold for the role of a school principal and:
>
> a. selected task areas regarding the principal's job
>
> b. selected dimensions of administrative behavior
>
> Hypothesis 3.3 -- There will be a difference between the role expectations a superintendent holds for a given principal and the role expectations that are held by the same principal by his teachers.
>
> Hypothesis 3.4 -- There will be a relationship between the expectations held by a principal for his own role and the expectations held by his superintendent and his teachers for his role.

Hypothesis 1.1 -- The rank order correlations between the weighted total scores of each group of subjects on the PRB-C instrument, reported previously in this chapter, suggest that as a group elementary and secondary principals hold similar expectations regarding their role. This would suggest that Hypothesis 1.1 be rejected. Data on chi square relationships, on the other hand, indicate that the role expectations a school principal holds for his own role tends to be somewhat related to the specific school situation. This finding suggests a limitation on the rejection of Hypothesis 1.1 in terms of individual principals, and suggests that the hypothesis be accepted.

This difference between the rank order correlations and the chi square correlations on the PRB-C instrument tends to apply to all five of the above hypotheses. The findings of subjects by group "across-the-board" may differ from the findings in terms of school principals as individuals in their own school setting. As individuals, school principals, school superintendents, and the teachers in a given school do tend to differ somewhat from one another, but as a group they tend to have certain characteristics (e.g., role expectations) that are like or unlike the characteristics of another group.

According to LBDQ findings, elementary and secondary school principals hold similar expectations and perceptions of their role, but differ from one another in terms of similarity between their expectations and perceptions. These findings on the LBDQ suggest that Hypothesis 1.1 be rejected in regard to Initiating Structure and Consideration dimensions.

In general, in terms of both PRB-C and LBDQ findings, Hypothesis 1.1 was not supported by the data.

Hypothesis 3.1 -- Findings in terms of rank order correlations on the PRB-C instrument indicate that elementary teachers and secondary teachers hold significantly different role expectations for their principal. These data suggest that Hypothesis 3.1 be accepted in terms of a significant inverse relationship between elementary and secondary teachers regarding their role expectations of their principal.

Teachers' responses on the LBDQ instrument suggest that Hypothesis 3.1 be accepted in that there was a significant inverse relationship between the responses of elementary and secondary teachers. This is limited to the relationship in terms of the Initiating Structure dimension only; on the Consideration dimension elementary and secondary teachers held similar expectations regarding their principal's role.

Hypothesis 3.2 -- Findings on the PRB-C instrument indicate that superintendents hold similar role expectations for their elementary and secondary principals. Rank order correlations and chi square relationships of PRB-C data, with individual exceptions, suggest that Hypothesis 3.2 be accepted in terms of a significant direct relationship.

On the other hand, LBDQ findings indicate a difference between the expectations of superintendents and of elementary or secondary principals in terms of Initiating Structure and Consideration dimensions. These mixed findings indicate the necessity of referring to the particular instrument or dimensions when deciding if this hypothesis is to be accepted or rejected on the basis of study findings.

Hypothesis 3.3 -- Findings on the PRB-C instrument but not on the LBDQ suggest that this hypothesis be accepted in terms of the relationship between the expectations of superintendents and elementary teachers (i.e., they held significantly different expectations regarding the role of the elementary principal). Findings on the PRB-C instrument but not on the LBDQ also indicate that the hypothesis should be rejected in terms of the relationship between the expectations of superintendents and secondary teachers (i.e., they held significantly similar expectations regarding the role of the secondary school principal).

This difference between PRB-C and LBDQ findings makes the acceptance or rejection of this hypothesis subject to the referent instrument.

Hypothesis 3.4 -- Findings on the PRB-C instrument with some limitations suggested by LBDQ findings indicate that this hypothesis be accepted in that a direct significant relationship existed between the role expectations of a principal and his superintendent and between a principal and his teachers. Both elementary principals and their superintendent and secondary principals and their superintendent held similar expectations about the respective principal's role. Similarly, both elementary principals and elementary teachers and secondary principals and secondary teachers tended to hold similar expectations about the respective principal's role. This does not mean, as indicated by Hypothesis 3.1 and Hypothesis 3.3, that all principals, superintendents, and teachers held similar expectations regarding the role of both elementary and secondary school principals. The similarity among role expectations explored in regard to Hypothesis 3.4 is concerned only with the similarity between pairs of subjects by level (elementary or secondary) and in terms of a specific principalship (school social setting of interaction).

Role Perceptions, First Order Cognitions

Hypothesis 4.1 was concerned with the relationship of the perceptions of principals and superintendents of the principal's actual behavior. The findings of the PRB-C instrument indicate that there was a significant positive correlation between elementary and secondary principals and between the superintendent and both his elementary and secondary principals in their perceptions of the principal's actual behavior. These rank order correlations of weighted scores for each group were in terms of dimensions (Nomothetic and Idiographic) and in terms of task areas. These findings suggest that Hypothesis 4.1 be accepted in that there was a significant direct relationship between these sets of perceptions.

On the other hand, as in the case of role expectations, the findings obtained from the LBDQ indicate some differences between the role perceptions of superintendents and principals in terms of the level of school (elementary principal or secondary principal) and in terms of Initiating Structure and Consideration dimensions. LBDQ findings also suggest some differences between elementary and secondary teachers and between superintendents and elementary or secondary teachers.

These somewhat contrasting findings indicate the importance of answering the relationship posed by Hypothesis 4.1 in terms of the specific instrument used to obtain data and in terms of the dimensions of perception of these instruments. In other words, generalizations about the similarity or difference in the role expectations or role perceptions held by the occupants of different positions would appear to be a function of the dimension of behavior concerned. More discussion of this relationship or function of variables will be discussed in greater detail in Chapter IX.

Principal's Perception of His Work Situation

Hypothesis 1.1 was concerned with the similarity of perceptions held by elementary and secondary principals of their general work situation. The data obtained through the Interview instrument, and reported previously in this chapter, indicate that there was a difference in the way elementary and secondary principals tend to view situational factors. These differences were especially true in the case of (a) the "contextual scope" of the situational orientation of elementary and secondary principals; (b) the "tone" in which they described students, parents, and their teachers; and (c) the perception of pressure by the elementary principals in large and small schools. At least in the terms of these three factors, the findings obtained tend to suggest the acceptance of Hypothesis 1.1 i in that school principals did differ significantly from one another.

CHAPTER VIII

RELATIONSHIPS BETWEEN AND AMONG ROLE EXPECTATIONS AND PERCEPTIONS: PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

The major device used to obtain both first-order and second-order cognitions (role expectations and perceptions) of subjects regarding the principal's role was the Principal Role Behavior - Content instrument. In Chapter VII a report was made of the first-order role expectations and perceptions held by principals, superintendents, and teachers regarding a given principal. In this chapter the relationship between these first-order expectations and perceptions, the nature of second-order role expectations and perceptions, and the relationship between first-order and second-order role expectations and perceptions will be reported.

It is likely that the findings reported in this chapter make the greatest contribution to role theory and to an understanding of the conceptual world of the principal in terms of individual and group role relationships. These findings reflect, perhaps more than the material in the preceding chapters, the major elements of the research design as diagramed on page 37, Chapter II.

Fulfillment of Teachers' Role Expectations

One of the major cognitive disparities that was investigated concerned the relationship between each participating teacher's perception of a given principal's actual behavior and the teacher's expectations as to what behavior should be expressed by the principal.

The fulfillment of teachers' expectations regarding the role of their principal was determined by the degree of discrepancy between "My Principal does" and "My Principal should" responses of teachers. This analysis was made for the teachers within each individual school. The statistical significance of "should" and "does" differences was assessed by the Mann-Whitney z_U, a non-parametric statistic appropriate for ordinal data designed to test the null hypothesis that the two sample distributions are insignificantly different and the alternative hypothesis that the central rank tendency of one sample is greater than the central rank tendency of another. An example of this school-by-school analysis is presented in Table 80, which reports the findings for the teachers in a secondary school in School System B.

Tables C 34 to C 37 in Appendix C report these school-by-school analyses by indicating the number of Nomothetic and Idiographic items for each of the four task areas in which there was a statistically significant difference between the "should" and "does" responses of teachers in each school. It should be remembered that the greatest number of significant differences in each school for each task area could be 8 (4 Nomothetic and 4 Idiographic). These findings are summarized below in Tables 81, 82, and 83.

In the task area of Curriculum and Instruction a greater

TABLE 80

SIGNIFICANT DIFFERENCES BETWEEN "SHOULD" AND "DOES" ON PRINCIPAL ROLE BEHAVIOR - C INSTRUMENT BY STYLE AND TASK AREAS

(District B, School 13)

Curriculum and Instruction				Personnel Development				Community Relations				Funds & Facilities			
Item	Style	Teach. X Diff.	Prin. Diff.	Item	Style	Teach. X Diff.	Prin. Diff.	Item	Style	Teach. X Diff.	Prin. Diff.	Item	Style	Teach. X Diff.	Prin. Diff.
2	I	.485*	0	9	I	1.165***	0	19	I	.868**	1.000	25	I	.367*	1.000
6	I	1.161***	0	10	N	1.213***	2.000	21	N	.516*	0	26	N	.449**	-1.000
8	N	.794***	2.000	11	I	.520*	-1.000	23	I	.762**	0	28	I	.399**	0
				12	N	1.332***	2.000					29	I	.702*	2.000
				16	I	.432*	1.000								

Style: N -- Nomothetic
I -- Idiographic

Significance:

* -- <.05
** -- <.01
*** -- <.001

TABLE 81

SUMMARY OF SIGNIFICANT DIFFERENCES BETWEEN THE "SHOULD" AND "DOES" RESPONSES OF TEACHERS BY TASK AREA AND DIMENSION ON PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

Task Area	Subject and Dimension				
	Elem. Teachers		Sec. Teachers		All Teachers
	Nomo.	Idio.	Nomo.	Idio.	Both Nomo. Idio.
Curriculum & Instruction					
Median	0	0	2	1	1
Q1	0	0	0	0	0
Q3	1	1	2	2	3
Actual Range	0-1	0-4	0-3	0-4	0-5
Personnel Development					
Median	0	0	0	0	0
Q1	0	0	0	0	0
Q3	0	1	2	2	2
Actual Range	0-3	0-4	0-3	0-3	0-5
Community Relationships					
Median	0	0	0	2	0
Q1	0	0	0	0	0
Q3	0	2	1	2	2
Actual Range	0-1	0-3	0-2	0-4	0-6
Maintaining Funds & Facilities					
Median	0	0	0	2	0
Q1	0	0	0	0	0
Q3	0	2	1	3	4
Actual Range	0-2	0-2	0-3	0-4	0-7

number of significant differences existed between the "should" and "does" responses of secondary teachers in a given school than between the "should" and "does" responses of elementary school teachers. Findings also indicate that the greater number of these differences between "should" and "does" responses was in regard to the Idiographic items rather than to the Nomothetic items.

In the task area of Personnel Development an equal total of significant differences were found between "should" and "does" responses for number of Nomothetic and Idiographic items (31) in all schools. There were more significant differences between the "should" and "does" responses of secondary teachers than for elementary teachers in a given school. In general, in most schools, both elementary and secondary, there were few significant differences between the "should" and "does" responses of teachers regarding the area of Personnel development.

The findings regarding the task area of Community Relations indicate that there were more significant differences between "should" and "does" responses for Idiographic items (47) than for Nomothetic items (14). These significant differences were more typical of the secondary schools than of the elementary schools. In the task area of Maintaining Funds and Facilities there were more significant differences between "should" and "does" responses for Idiographic items (51) than for Nomothetic items (22). Again, this pattern was more typical of secondary schools than of elementary schools.

Table 82 summarizes the total number of significant differences between the "should" and "does" responses of teachers on the Principal

TABLE 82

TOTAL NUMBER OF ITEMS WHERE THERE WERE SIGNIFICANT DIFFERENCES BETWEEN THE "SHOULD" AND "DOES" RESPONSES OF TEACHERS ON THE PRINCIPAL ROLE BEHAVIOR - C INSTRUMENT

District	School	Nomothetic	Idiographic	Total
A	11	7	9	16
	12	0	0	0
B	13	5	10	15
	14	1	2	3
C	15	5	8	13
	16	0	0	0
D	17	0	0	0
	18	2	0	2
E	19	1	0	1
	20	2	0	2
F	21	6	9	15
	22	0	0	0
G	23	10	15	25
	24	0	0	0
H	25	5	6	11
	26	2	9	11
I	27	0	0	0
	28	0	0	0
J	29	0	0	0
	30	0	0	0
K	31	1	2	3
	32	0	2	2
L	33	6	9	15
	34	0	0	0
M	35	8	10	18
	36	4	11	15
N	37	5	10	15
	38	0	4	4
O	39	0	5	5
	40	0	0	0
P	41	0	0	0
	42	1	1	2
	43	0	0	0
	44	0	1	1
Q	45	3	8	11
	46	1	4	5
	47	1	9	10
	48	0	0	0
R	49	0	0	0
	50	3	5	8
S	51	0	0	0
	52	5	6	11
T	53	4	5	9
	54	7	8	15
U	55	1	7	8
	56	1	0	1

95 177 272 Total Number

	Nomothetic			Idiographic			Total		
	Q1	Md	Q3	Q1	Md	Q3	Q1	Md	Q3
Elem. Teachers	0	0	2	0	1	6	0	1	5
Sec. Teachers	0	3	6	0	6	9	0	10	15
All Teachers	0	1	5	0	1	8	0	2	11

Role Behavior - Content instrument. This information indicates that for all four task areas there were more significant differences for Idiographic items (177) than for Nomothetic items (95). A greater number of these differences are attributable to the responses of secondary teachers than to the responses of elementary teachers. Ten of the fourteen schools that were in the top quartile on the number of significant differences between "should" and "does" responses of teachers were secondary schools (Secondary Schools 11, 13, 15, 21, 23, 25, 33, 35, 37, and 45; Elementary Schools 26, 36, 52 and 54).

This information would suggest that secondary school principals, more than elementary principals, are seen by their teachers as behaving in a manner not compatible with the manner in which their teachers think they should behave. In only two districts (H and M) were both the elementary and secondary schools in the top quartile on the total number of significant differences. The greatest discrepancy between the "should" and "does" responses of teachers, especially secondary teachers, occurred in regard to the task area of Curriculum and Instruction; the second greatest number of discrepancies in regard to the task area of Maintaining Funds and Facilities. The least number of discrepancies between the "should" and "does" responses of teachers occurred in regard to the task area of Developing Personnel.

A general summary of the information reported in Tables C 34-C 37 is presented in Table 83. The Quartiles on Table 83 were determined from the number of total significant relationships between the "should" and "does" responses of teachers as reported

TABLE 83

CORRESPONDENCE BETWEEN "SHOULD" AND "DOES" RESPONSES OF TEACHERS ON PRINCIPAL ROLE BEHAVIOR-C INSTRUMENT

System	School	Quartile[a]
A	11	1
	12	4
B	13	1
	14	3
C	15	1
	16	4
D	17	4
	18	3
E	19	3
	20	3
F	21	1
	22	4
G	23	1
	24	4
H	25	1
	26	1
I	27	4
	28	4
J	29	4
	30	4
K	31	3
	32	3
L	33	1
	34	3
M	35	1
	36	1
N	37	1
	38	3
O	39	2
	40	4
P	41	4
	42	3
	43	4
	44	3
Q	45	1
	46	2
	47	2
	48	4
R	49	4
	50	2
S	51	4
	52	1
T	53	2
	54	1
U	55	2
	56	3

TABLE 83 (con't)

	Q4	Q3	Q2	Q1	Average Q
Elementary	8	9	2	4	2.91
Secondary	7	2	4	10	2.26

Median Test
$X^2 = 4.334$
$P = <.05$

[a]Q4 -- Highest correspondence; fewest Significant Differences
Q3 -- High correspondence; few significant differences
Q2 -- Low correspondence; many significant differences
Q1 -- Lowest correspondence; most significant differences

		Schools	
	Systems[b]	Elementary	Secondary
Q4	D,I,J,P	12,16,22,24 28,30,40,48	17,27,29,41, 43,49,51
Q1	H, M, T	26,36,52,54	11,13,15,21, 23,25,33,35, 37,45

[b]Q4 Systems -- Elementary and Secondary are Q4 + Q4 or Q4 + Q3 combination
Q1 Systems -- Elementary and Secondary are Q1 + Q1 or Q1 + Q2 combination

in Table 82. This general summary suggests that there were more significant differences between the "should" and "does" responses of secondary teachers than for elementary teachers. Applying the median test (Siegel, *Non-Parametric Statistics,* pp. 111-116) to these data results in a significant difference ($X^2=4.334<P=.05$) indicating that more elementary school principals tended to fulfill more of the expectations held by their teachers regarding their role than did secondary school principals. The summarization presented on Table 83 also indicates a procedure for identifying schools and/or school systems possessing characteristics that indicate conditions conducive to either compatibility or cognitive role conflict.

Fulfillment of Principals' and Superintendents' Role Expectations

The relationship between the "should" and "does" responses of principals and of superintendents was computed through the use of the Spearman rank order correlation statistic. The correlation coefficient was based on the comparison of the rank order of the weighted raw scores of principals' or of superintendents' "should" responses with the rank order of the weighted raw scores of the same group of subjects regarding their "does" responses (See Chapter V). The findings, reported in Table 84, indicate that both elementary and secondary school principals *as groups* saw themselves behaving in a manner similar to the way they thought they should behave. This comparison is in terms of similarity of dimensions (Nomothetic and Idiographic) regarding all four task areas of the PRB-C instrument. Superintendents *as a group* also saw both their elementary and secondary school principals behaving

TABLE 84

RANK ORDER CORRELATIONS BETWEEN EXPECTATIONS AND PERCEPTIONS OF THE PRINCIPAL'S ROLE BASED ON WEIGHTED RESPONSES ON PRINCIPAL ROLE BEHAVIOR-CONTENT INSTRUMENT

	Perceptions							
	Elem. Prin.: "I do"		Supt.: "Elem. Prin. does"		Supt.: "Sec. Prin. does"		Sec. Prin.: "I do"	
Expectations	r_s	P	r_s	P	r_s	P	r_s	P
Elem. Prin.: "I should"	.7857	$<.05$						
Supt.: "Elem. Prin. should"			.9524	$<.01$				
Supt.: "Sec. Prin. should"					.9524	$<.01$		
Sec. Prin.: "I should"							.8572	$<.05$

in a manner significantly similar to the manner superintendents thought they should.

Although these relationships were slightly lower for elementary and secondary principals (P <.05) than for superintendents (P <.01), both these sets of relationships by position were statistically significant (i.e., high correspondence between "should" and "does" responses).

These findings provide evidence for the acceptance or rejection of Hypothesis 6.1a:

> There will be a relationship between the degree of correspondence between expectations and perceptions regarding the role of the school principal (Fulfillment of Role Expectations) and:
>
> a. the position held by the subject (superintendent, principal, and teacher).

Findings indicate that the degree of correspondence was not related to the position of the respondent, i.e., in general there was a significant positive relationship between the "should" and "does" responses of all groups of subjects. On this basis Hypothesis 6.1a is rejected. Data indicate the major difference between the fulfillment of role expectations was in terms of elementary vs. secondary teachers, i.e., by level for the teacher group.

Principals' Attributed Expectations

Data were examined to discover the similarity between elementary and secondary principals of their perception of the role expectations others held for their (the principal's) role. These perceptions were defined as "attributed expectations," i.e., the expectations the principals attributed to specified others.

TABLE 85

RANK ORDER CORRELATIONS BETWEEN ATTRIBUTED EXPECTATIONS OF ELEMENTARY AND SECONDARY PRINCIPALS BASED ON WEIGHTED RESPONSES ON PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

	Sec. Prin.: "My Teachers expect me to"		Sec Prin.: "My Supt. expects me to"		Elem. Prin.: "My Teachers expect me to"	
	r_s	P	r_s	P	r_s	P
Elem. Prin.: "My Teachers expect me to"	.8155	$<.05$				
Elem. Prin.: "My Supt. expects me to"			.2619	NS	.6488	NS
Sec. Prin.: "My Supt. expects me to"	.7143	$<.05$				

Again the Spearman rank order correlation was used. The results are reported in Table 85. These findings may be summarized as follows:

1. There was a significant correlation (.05 level) between what Elementary Principals thought their Teachers expected of them ("My Teachers expect me to") and what Secondary Principals thought their Teachers expected of them. (r_s=.8155)
2. There was not a significant correlation between what Elementary Principals thought their Superintendent expected of them ("My Superintendent expects me to") and what Secondary Principals thought their Superintendents expected of them. (r_s=.2619)
3. There was not a significant correlation between what Elementary Principals thought their Teachers expected of them ("My Teachers expect me to") and what Elementary Principals thought their Superintendent expected of them ("My Superintendent expects me to"). (r_s=.6488)
4. There was a significant correlation (.05 level) between what Secondary Principals thought their Teachers expected of them ("My Teachers expect me to") and what Secondary Principals thought their Superintendents expected of them ("My Superintendent expects me to"). (r_s=.7143)

   i.e., Elementary and Secondary Principals had similar perceptions of the role expectations their Teachers hold for them, but did not have similar perceptions as to what their Superintendent expects of them. Elementary Principals thought their Teachers and Superintendent held dissimilar expectations regarding their role, but Secondary Prncipals thought that their Teachers and their Superintendent held similar expectations for their role.

Principals' Attributed Perceptions

The perceptions that elementary and secondary principals attributed to their superintendent and to their teachers were also examined to see if there were differences between these attributed perceptions by position. The results of a rank order correlation of the weighted responses of each principal group are reported in Table 86. These findings may be summarized as follows:

1. There was not a significant correlation between how Elementary Principals thought their Teachers perceived

TABLE 86

RANK ORDER CORRELATIONS BETWEEN ATTRIBUTED PERCEPTIONS OF ELEMENTARY AND SECONDARY PRINCIPALS BASED ON WEIGHTED RESPONSES ON PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

	Sec. Prin.: "My Teachers perceive that I"		Sec. Prin.: "My Supt. perceives that I"		Elem. Prin.: "My Teachers perceive that I"	
	r_s	P	r_s	P	r_s	P
Elem. Prin.: "My Teachers perceive that I"	.5000	NS				
Elem. Prin.: "My Supt. perceives that I"			.5655	NS	.8095	<.05
Sec. Prin.: "My Supt. perceives that I"	.6845	NS				

their behavior ("My Teachers perceive that I") and how Secondary Principals thought their Teachers perceived their behavior. (r_s=.5000)

2. There was not a significant correlation between how Elementary Principals thought their Superintendent perceived their behavior ("My Superintendent perceives that I") and how Secondary Principals thought their Superintendent perceived their behavior. (r_s=.5655)

3. There was a significant correlation (.05 level) between how Elementary Principals thought their Teachers perceived their behavior ("My Teachers perceive that I") and how Elementary Principals thought their Superintendents perceived their behavior ("My Superintendent perceives that I"). (r_s= .8095)

4. There was not a significant correlation between how Secondary Principals thought that their Teachers perceived their behavior ("My Teachers perceive that I") and how Secondary Principals perceived that their Superintendents perceived their behavior ("My Superintendent perceives that I"). (r_s=.6845)

   i.e., Elementary and Secondary Principals did not have similar perceptions as to how they thought their Teachers perceived their behavior and also did not have similar perceptions as to how they thought their Superintendent perceived their behavior. While Elementary Principals thought that their Teachers and Superintendent perceived their behavior in a similar manner, Secondary Principals thought that their Teachers perceived their behavior somewhat differently than they thought their Superintendents perceived their behavior.

Principals' Ausvalued Expectations

Principals were asked on the PRB-C instrument to indicate what role expectations they thought their superintendent and teachers should hold regarding their (the principal's) role. These responses of principals were defined as the principal's "ausvalued role expectations." Responses of elementary and secondary principals were analyzed to see if there was any similarity by position regarding these ausvalued expectations. The results of the rank order correlation of weighted group

TABLE 87

RANK ORDER CORRELATIONS BETWEEN AUSVALUED EXPECTATIONS OF ELEMENTARY AND SECONDARY PRINCIPALS BASED ON WEIGHTED RESPONSES ON PRINCIPAL ROLE BEHAVIOR-CONTENT INSTRUMENT

	Sec. Prin.: "My Teachers should expect me to"		Sec. Prin.: "My Supt. should expect me to"		Elem. Prin.: "My Teachers should expect me to"	
	r_s	P	r_s	P	r_s	P
Elem. Prin.: "My Teachers should expect me to"	.9167	$<.01$				
Elem. Prin.: "My Supt. should expect me to"			.8333	$<.05$	.8810	$<.05$
Sec. Prin.: "My Supt. should expect me to"	.9762	$<.01$				

scores, by dimension and task area, are reported in Table 87 and may be summarized as follows:

1. There was a significant correlation (.01 level) between what Elementary and Secondary Principals thought their Teachers should expect of them ("My Teachers should expect of them. (r_s=.9167)
2. Similarly, there was a significant correlation (.05 level) between what Elementary Principals thought their Superintendent should expect of them ("My Superintendent Should expect me to") and what Secondary Principals thought their Superintendent should expect of them. (r_s=.8333)
3. There was a significant correlation (.05 level) between what Elementary Principals thought their Teachers should expect of them ("My Teachers should expect me to") and what Elementary Principals thought their Superintendent should expect of them ("My Superintendent should expect me to"). (r_s=.8810)
4. Similarly, there was a significant correlation (.01 level) between what Secondary Principals thought their Teachers should expect of them and what Secondary Principals thought their Superintendent should expect of them. (r_s=.9762)

   i.e., Elementary and Secondary Principals held similar beliefs (Ausvalued Expectations) as to what expectations their Teachers should hold regarding their role, and they also held similar beliefs as to what expectations their Superintendents should hold regarding their role. Both Elementary and Secondary Principals believed that their Teachers and Superintendent should hold similar expectations regarding their role.

Cognitive Consistency of Principals

It was believed that if a school principal had a somewhat consistent and congruent concept of his role, it would be reasonable to assume that there would be correspondence between his own expectations for his role and the expectations he thought others should hold for his role. Two analyses were made of data to discover this degree of cognitive consistency in principal's role expectations. The first was a school-by-school analysis of

TABLE 88

SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN PRINCIPAL'S EXPECTATIONS OF OWN ROLE AND EXPECTATIONS HE THINKS SHOULD BE HELD BY HIS SUPERINTENDENT AND TEACHERS

(CONSISTENCY OF ROLE DEFINITION)

		Principal - Principal (I Should) - (My Supt. Should expect me to)		Principal - Principal (I Should) - (My Teachers Should expect me to)	
School	System	Nomo.	Idio.	Nomo.	Idio.
B	13	3.64*			
	14	5.128**		5.128**	
C	15			4.167**	
	16		5.128**		
D	17		3.79*		3.79*
E	19	5.128**		5.128**	
	20	3.79*		5.128**	
H	26		8.166***		
N	38	5.128**		3.79*	
Totals	.05 level or more	3	2	4	0
Total	.10 level	$\frac{2}{5}$	$\frac{1}{3}$	$\frac{1}{5}$	$\frac{1}{1}$

*P <.10	These asterisks refer to the probability level. The same key is used in all of the following tables in this chapter that report significant chi square relationships.
**P <.05	
***P <.01	
****P <.001	

each principal's responses using the chi square statistic corrected by Yates' formula. The second was an across-the-board analysis using a rank order correlation based on the weighted scores of all elementary and secondary principals in terms of Nomothetic and Idiographic dimensions for each of the four task areas of the PRB-C instrument.

Table 88 reports the significant chi square relationships that were discovered between the two responses of principals that were used to measure cognitive consistency. Only 14 statistically significant relationships (7.6 per cent of the possible number of chi square relationships) were found between a principal's self role expectations and his ausvalued expectations. All of these significant relationships indicate a significant lack of cognitive consistency. The findings indicate this cognitive inconsistency was true for only nine school principals (5 elementary and 4 secondary). In general, then, most of the individual principals participating in the study appeared to respond to the various sets of questions by using a relatively consistent concept of their own role.

The rank order correlations aimed at measuring the cognitive consistency of elementary principals and of secondary principals as a group are reported in Table 89. The findings indicate that as a group both elementary and secondary principals tended to hold consistent expectations of their own role as revealed by the statistically significant relationship between their self role expectations and the role expectations they thought their superintendent and their teachers should hold for their (the principal's)

TABLE 89

RANK ORDER CORRELATIONS BETWEEN PRINCIPALS' EXPECTATIONS AND AUSVALUED EXPECTATIONS (COGNITIVE CONSISTENCY) BASED ON WEIGHTED RESPONSES ON PRINCIPAL ROLE-BEHAVIOR CONTENT INSTRUMENT

	Expectations			
Ausvalued Expectations	Elem. Prin.: "I should"		Sec. Prin.: "I should"	
	r_s	P	r_s	P
Elem. Prin.: "My Supt. should expect me to"	.9286	<.01		
Sec. Prin.: "My Supt. should expect me to"			.9524	<.01
Elem. Prin.: "My Teachers should expect me to"	.9782	<.01		
Sec. Prin.: "My Teachers should expect me to"			.9286	<.01

role. More specifically, the rank order correlation of weighted scores may be summarized as follows:

1. There was a significant correlation (.01 level) between how Elementary Principals thought they should behave ("I should") and the role expectations they thought their Superintendent should hold for them ("My Superintendent should expect me to"). (r_s=.9286)
2. There was a significant correlation (.01 level) between how Secondary Principals thought they should behave ("I should") and the role expectations they thought their Superintendents should hold for them ("My Superintendent should expect me to"). (r_s=.9524)
3. There was a significant correlation (.01 level) between how Elementary Principals thought they should behave ("I should") and the role expectations they thought their Teachers should hold for them ("My Teachers should expect me to"). (r_s=.9782)
4. There was a significant correlation (.01 level) between how Secondary Principals thought they should behave ("I should") and the role expectations they thought their Teachers should hold for them ("My Teachers should expect me to"). (r_s=.9286)

Both the chi square and rank order correlation data provide information related to the acceptance or rejection of Hypothesis 2.3:

> The expectations that a school principal thinks that his superintendent and his teachers should hold regarding his role will be related to the expectations the school principal holds for his own role (Cognitive Consistency)

The findings indicate that this hypothesis should be accepted both in terms of individual principals and in terms of elementary principals and secondary principals as a group.

Accuracy of Attributed Expectations

The chi square statistic and the Spearman rank order correlation were the two statistical means employed to discover the correspondence between what school principals thought were the expectations held

TABLE 90

SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN PRINCIPAL'S PERCEPTION OF THE EXPECTATIONS HELD BY HIS SUPERINTENDENT AND TEACHERS AND THE ACTUAL EXPECTATIONS HELD BY HIS SUPERINTENDENT AND TEACHERS (ACCURACY OF PRINCIPAL'S PERCEPTION OF OTHERS' EXPECTATIONS)

School	System	Principal-Superintendent (Supt. Expects)-(Prin. Should)		Principal-Teachers (Teach.Expect)-(Prin. Should)	
		Nomo.	Idio.	Nomo.	Idio.
A	11	6.53**			
	12			3.79*	
B	13			5.128**	
C	16			4.99**	3.79*
D	17		5.56**		
E	19	9.89***			
	20		2.93*		
F	21	12.95****			14.47****
	22	2.93*			
G	23	9.89***		3.79*	6.58**
	24	9.89***			
H	26				4.167**
I	27			7.127***	
	28				2.93**
J	29			9.89***	
K	31			13.85****	
L	33		3.79*	3.24*	
N	38	5.128**			
O	39	7.127***	3.79*		
	40	3.33*			
P	42			5.54**	
Q	45	2.93*	2.93*		
	48	3.79*			
R	50	5.128**		3.79*	3.79*
S	52			5.56**	
T	53			3.79*	
	54	2.92*			
Totals	.05 level or more	8	1	7	4
	.10 level	5	4	5	2
Total		13	5	12	6

by others for their (the principal's) role and the actual role expectations held by specified others. Table 90 reports the significant chi square relationships which indicate the instances where the principal's perception of the expectations held by his superintendent or teachers were significantly inaccurate.

There was a total of 36 instances of significant relationships, 20 of them significant at least on the .05 level of significance. At least one significantly inaccurate perception of another individual's or group's expectations was held by 27 school principals (14 elementary and 13 secondary). Ten of the 18 inaccurate perceptions of the superintendent's expectations were held by secondary school principals. The number of inaccurate perceptions of teachers' expectations were held equally by elementary and secondary school principals. The Nomothetic dimension accounted for more inaccurate perceptions than did the Idiographic dimension (25 to 11 respectively).

The findings of the rank order correlation of the weighted scores of elementary principals and of secondary principals as a group may be summarized as follows:

1. There was a significant correlation (.05 level) between how Elementary Principals perceived the role expectations held by their Superintendent for their role ("My Superintendent Expects me to") and the actual role expectations their Superintendent held for the Elementary Principal ("Principal E should"). (r_s=.7619)

2. There was not a significant correlation between how Secondary Principals perceived the role expectations held by their Superintendent for their role ("My Superintendent expects me to") and the actual role expectations their Superintendents held for Secondary Principals ("Principal S should"). (r_s=.5417)

i.e., Elementary Principals had a more accurate perception of the role expectations held for them by their Superintendent than did Secondary Principals.

3. There was a significant correlation (.05 level) between how Elementary Principals perceived the role expectations held by their Teachers ("My Teachers expect me to") and the actual role expectations their Teachers held for them ("My Principal should"). (r_s=.7619)

4. There was a significant correlation (.05 level) between how Secondary Principals perceived the role expectations held by their Teachers and the actual role expectations their Teachers held for them. (r_s=.8333)

These findings are related to Hypothesis 5.1 d:

> There will be a relationship between the expectations regarding his role that a principal attributes to others and:
>
> d. the expectations actually held by his superintendent and teachers regarding the principal's role (Accuracy of Attributed Expectations)

Data indicate that this hypothesis be accepted for elementary principals regarding the accuracy of their perception of the expectations held by their superintendent and teachers. The hypothesis can also be accepted for secondary principals in terms of the accuracy of their perception of their teachers' expectations. The hypothesis must be rejected for secondary principals in terms of the accuracy of their perception of their superintendent's expectations.

Accuracy of Attributed Perceptions

Table 91 indicates that there were 37 (20 per cent of the possible 184 chi square relationships) statistically significant chi square relationships in 23 schools (11 elementary and 12 secondary) in 17 school systems between the principal's perception of the way others perceive his behavior and the way these other persons or groups said they actually perceived the principal's

TABLE 91

SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN PRINCIPAL'S PERCEPTION OF THE PERCEPTIONS HELD BY HIS SUPERINTENDENT AND TEACHERS AND THE ACTUAL PERCEPTIONS OF HIS BEHAVIOR HELD BY HIS SUPERINTENDENT AND TEACHERS (ACCURACY OF PRINCIPAL'S PERCEPTIONS OF OTHERS' PERCEPTIONS)

		Principal-Superintendent		Principal-Teacher	
		(Supt.Perceives-That I)	(Prin. Does)	(Teach.Perceive-That I)	(Prin. Does)
School	System	Nomo.	Idio.	Nomo.	Idio.
A	12		3.17*		
B	13			4.664**	
C	16	3.33*		6.53**	
D	17	5.56**		7.38***	
	18	7.127***			
E	19	3.64*		4.99**	
F	22			7.635***	
G	23			3.79*	
	24	4.167**		2.93*	3.79*
H	26		3.17*	8.166**	3.33*
I	28		5.56**		
J	29			5.56**	2.93*
K	31	8.03***		12.95****	
	32			3.64*	
L	33			3.91**	
M	35		3.13*		
P	44	2.92*			
Q	45	9.89***	3.64*		
	47	4.664**			
R	49			3.17*	
	50	11.78****		3.17*	
T	53	6.53**			
	54	8.291***	3.79*	3.64*	6.58**
Totals	.05 level or more	9	1	9	1
	.10 level	3	5	6	3
Total		12	6	15	4

behavior. Twenty-seven of these significant relationships were on the Nomothetic dimension and 11 were on the Idiographic dimension. Twenty of these relationships were significant at least on the .05 level of significance. These significant relationships indicate instances where the principal had a significantly inaccurate perception of the way others viewed his behavior.

A Spearman rank order correlation of the weighted scores of elementary principals and of secondary principals as a group was computed regarding the accuracy of the principals' perception of the way superintendents actually perceived the principals' behavior. The results are as follows:

1. There was not a significant correlation between how Elementary Principals perceived the way in which their Superintendents perceived their actual behavior ("My Superintendent perceives that I") and the actual perceptions of their Superintendents of the behavior of their Elementary Principals ("Principal E does"). (r_s=.5238)

2. There was a significant correlation (.01 level) between how Secondary Principals perceived the way in which their Superintendents perceived their actual behavior ("My Superintendent perceives that I") and the actual perceptions of their Superintendents of the behavior of their Secondary Principals ("Principal S does"). (r_s=.9583)

   i.e., Secondary Principals had a more accurate perception of the way in which their Superintendents perceived their role behavior than did Elementary Principals.

These findings are related to Hypothesis 5.2 c:

> There will be a relationship between the perceptions regarding his role that a principal attributes to others and:
>
> c. the perceptions actually held by his superintendent and his teachers of his role behavior (Accuracy of Attributed Perceptions)

Data suggest that this hypothesis can be generally accepted in terms that "significant relationships" were found regarding the accuracy of principals' attributed perceptions. However, the nature of the relationship (direct or inverse) must be specified. Data suggest that there was a significant inaccurate perception of superintendents' and teachers' perceptions regarding the Nomothetic dimension, but an accurate perception regarding Idiographic dimension items. In addition, the findings indicate that secondary principals as a group had a significant lack of accurate perception of the way their superintendents actually perceived their behavior than did elementary principals. Findings also suggest that there was little difference in the accuracy of the principal's perception of his superintendent's and his teachers' perceptions of his behavior, i.e., principals were equally accurate or inaccurate regarding their perception of the way their superintendent and their teachers tend to see them carrying out their role as principal. In other words, the findings indicate that the accuracy of attributed perceptions appeared to be a function of the dimension (Nomothetic or Idiographic), the principalship (elementary or secondary), and in the case of secondary principals -- the "other" to whom perceptions are attributed (superintendents).

Ligitimacy of Others' Role Expectations

The instances where there was a significant chi square relationship between (a) what a school principal perceived to be the expectations held for him by his superintendent and his teachers and (b) what he thought his superintendent and teachers should expect of him are reported in Table 92. Findings indicate that there were only ten instances (only 5 per cent of the

TABLE 92

SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN PRINCIPAL'S PERCEPTION OF EXPECTATIONS HELD BY HIS SUPERINTENDENT AND TEACHERS AND THE EXPECTATIONS HE THINKS SHOULD BE HELD BY HIS SUPERINTENDENT AND TEACHERS

(LEGITIMACY OF OTHERS' EXPECTATIONS)

		Principal-Principal		Principal-Principal	
		(Supt. Expects me to) -(Supt. Should Expect me to)		(Teach. Expect me to - (Teach. Should) Expect me to)	
School	System	Nomo.	Idio.	Nomo.	Idio.
D	17				3.79*
E	19	5.128**		5.128**	
F	21	6.13**			5.12**
H	26			10.80***	
I	27				3.79*
N	38	5.128**		3.79*	
P	44		3.79*		
Total	.05 level or more	3	0	2	1
	.10 level	0	1	1	2
Total		3	1	3	3

possible number of chi squares) where the individual school principal (3 elementary and 4 secondary) felt that the expectations he thought others held for him were not legitimate.

Table 93 reports the Spearman rank order correlations based on the weighted responses of elementary principals and of secondary principals as a group. These findings may be summarized as follows:

1. There was a significant correlation (.05 level) between how Elementary Principals perceived the expectations their Superintendents held for them ("My Superintendent expects me to") and the role expectations that Elementary Principals thought their Superintendents should hold for them ("My Superintendent should expect me to"). (r_s=.7619)
2. There was a significant correlation (.01 level) between how Elementary Principals perceived the expectations their Teachers held for them ("My Teachers expect me to") and the role expectations that Elementary Principals thought their Teachers should hold for them ("My Teachers should expect me to"). (r_s=.9227)
3. There was not a significant correlation between how Secondary Principals perceived the expectations their Superintendents held for them ("My Superintendent expects me to") and the role expectations that Secondary Principals thought their Superintendents should hold for them ("My Superintendent should expect me to"). (r_s=.6429)
4. There was a significant correlation (.05 level) between how Secondary Principals perceived the expectations their Teachers held for them ("My Teachers expect me to") and the role expectations that Secondary Principals thought their Teachers should hold for them ("My Teachers should expect me to"). (r_s=.8572)

These Spearman rank order correlations indicate that both elementary and secondary principals as a group indicated that they thought the expectations they perceived their teachers held for their role were legitimate expectations. A different conclusion is indicated in the case of superintendents. Elementary principals thought that their superintendents held expectations

TABLE 93

RANK ORDER CORRELATIONS BETWEEN PRINCIPALS' ATTRIBUTED EXPECTATIONS AND AUSVALUED EXPECTATIONS (LEGITIMACY OF OTHERS' EXPECTATIONS) BASED ON WEIGHTED RESPONSES TO PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

	Attributed Expectations							
	Elementary Principals				Secondary Principals			
Ausvalued Expectations	"My Supt. expects me to"		"My Teachers expect me to"		"My Supt. expects me to"		"My Teachers expect me to"	
	r_s	P	r_s	P	r_s	P	r_s	P
Elem. Prin.: "My Supt. should expect me to"	.7619	<.05						
Sec. Prin.: "My Supt. should expect me to"					.6429	NS		
Elem. Prin.: "My Teachers should expect me to"			.9227	<.01				
Sec. Prin.: "My Teachers should expect me to"							.8572	<.05

for their principal role that elementary principals thought were legitimate expectations, but secondary principals thought that the expectations they thought their superintendents held for them were not legitimate expectations.

It should be pointed out that superintendents held expectations for the principal's role that were similar to those held by the secondary school principal (Chapter VII) based on PRB-C responses. However, the secondary principals did not have an accurate perception of the expectations held for them by their superintendent (Accuracy of Attributed Expectations). Thus, the finding that secondary principals thought that their superintendents held expectations for them that principals felt were not legitimate was due to the inaccuracy of the expectations secondary principals attributed to their superintendents, not due to the role expectations that superintendents actually held for the principal.

These findings on the legitimacy of others' role expectations are related to Hypothesis 5.1 e:

> There will be a relationship between the expectations regarding his role that a principal attributes to others and:
>
> e. the expectations that a school principal thinks his superintendent and his teachers should hold regarding his role (Legitimacy)

Data suggest that this hypothesis be accepted in that statistically significant relationships were discovered. The nature of the significant relationship differs in terms of the principalship (elementary and secondary). It is a direct relationship in the case of elementary principals for the legitimacy of both superintendents' and teachers' expectations. It is a direct relationship in the case of secondary principals for teachers, but a lack of direct relationship for secondary principals in the case of superintendents.

Legitimacy Fulfillment

Data were analyzed to discover if there was a significant correspondence between (a) the role expectations that principals thought others should hold for them and (b) the actual role expectations held by others. If there was a significant correspondence, then it would seem that others (superintendents and teachers) did hold expectations for the principal that the principal felt were legitimate. The chi square relationships indicating a statistically significant lack of correspondence in the case of individual principals are reported in Table 94.

There were 26 instances (14 per cent of possible chi square correlations) indicating a statistically significant nonfulfillment of legitimacy regarding 19 principals (11 elementary and 8 secondary). Twenty-one of these significant correlations were in regard to the Nomothetic dimension; sixteen in regard to superintendent legitimacy fulfillment and ten in regard to teacher legitimacy fulfillment. There were 16 cases for elementary principals and 10 cases for secondary principals of nonfulfillment of legitimacy.

These findings, like those previously reported, indicate that the Nomothetic dimension tended to account for greater differentiation among individual principalships than the Idiographic dimension.

Rank order correlations of the responses of elementary principals and secondary principals as groups compared to the responses

TABLE 94

SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN WHAT EXPECTATIONS A PRINCIPAL THINKS SHOULD BE HELD BY HIS SUPERINTENDENT AND TEACHERS AND THE ACTUAL EXPECTATIONS HELD BY HIS SUPERINTENDENT AND TEACHERS

(LEGITIMACY FULFILLMENT)

		Principal-Superintendent (Supt. Should Expect)-(Prin. Should)		Principal-Teachers (Teach. Should Expect)-(Prin. Should)	
School	System	Nomo.	Idio.	Nomo.	Idio.
A	11	4.664**			
	12			3.79*	
B	13			6.58**	
D	18		4.167**		
F	22	2.93*		4.99**	
G	23	9.89***		3.79*	
	24	4.99**			
H	26			3.53*	
J	29			5.128**	
K	31			8.166***	
	32			4.167**	
L	34	3.79*	3.79*		
O	39	9.89***	3.79*		
	40	3.33*			
P	44	2.92*			
Q	45	5.128**			
	48	3.79*			
R	50	9.89***	8.166***	9.89***	8.166***
T	53	2.92*			
Totals	.05 level or more	6	2	6	1
	.10 level	6	2	3	0
Total		12	4	9	1

elementary teachers and secondary teachers as groups and to superintendents as a group, in terms of dimensions and task areas, produced the following findings:

1. There was a significant correlation (.01 level) between the expectations Elementary Principals thought their Superintendents should hold for their role ("My Superintendent should expect me to") and the actual expectations Superintendents held for Elementary Principals ("Principal E should"). (r_s=.9524)
2. There was a significant correlation (.01 level) between the expectations Secondary Principals thought their Superintendents should hold for their role ("My Superintendent should expect me to") and the actual expectations Superintendents held for Secondary Principals ("Principal S should"). (r_s=.9345)
3. There was not a significant correlation between the expectations that Elementary Principals thought their Teachers should hold for their role ("My Teachers should expect me to") and the actual expectations Teachers held for Elementary Principals ("My Principal should"). (r_s=.6845)
4. There was a significant correlation (.05 level) between the expectations Secondary Principals thought their Teachers should hold for their role ("My Teachers should expect me to") and the actual expectations Teachers held for Secondary Principals ("My Principal should"). (r_s=.8809)

These rank order correlation findings indicate that superintendents held expectations for their elementary and secondary principals that were similar to the expectations that elementary and secondary principals thought their superintendent should hold for their role. Thus, like the interpretation suggested in the preceding section, the feeling by secondary principals that their superintendents held role expectations that the secondary principals thought were not legitimate was unfounded, and was probably due to the fact that secondary principals had an inaccurate perception of the actual expectations their superintendents held for their role (Accuracy of Attributed Expectations).

These findings are related to Hypothesis 2.4:

> The expectations that a school principal thinks his superintendent and his teachers should hold regarding his role will be related to the actual expectations held by his superintendent and teachers for his role (Legitimacy Fulfillment)

Data suggest that a significant direct relationship did exist between (a) principals' ausvalued expectations for their superintendents and teachers and (b) the first-order role expectations of superintendents and teachers, except in the case of elementary principals and elementary teachers where there was not a significant relationship between these ausvalued and first-order expectations. These data suggest that the hypothesis be accepted with the direction of the significant relationship recognized as being related to the level (elementary and secondary) and position (principal, superintendent, and teacher) of the subjects.

Principals' Perception of Adaptation

The analysis of data was concerned with the extent to which school principals saw themselves actually carrying out their role in accordance with the expectations they thought others held for their role. The degree to which school principals adapted their behavior to their perception of others' expectations was investigated through the Spearman rank order correlation of weighted responses of secondary principals and of elementary principals as groups. The findings are reported in Table 95.

These findings may be summarized as follows:

1. There was a significant correlation (.01 level) between the perceptions Elementary Principals had of their own behavior ("I do") and the perceptions by Elementary Principals of the expectations held for them by their Superintendents ("My Superintendent expects me to"). (r_s=.9762)

TABLE 95

RANK ORDER CORRELATIONS BETWEEN PRINCIPALS' PERCEPTION OF OWN BEHAVIOR AND THEIR ATTRIBUTED EXPECTATIONS (PERCEPTION OF ADAPTATION) BASED ON WEIGHTED REPONSES ON PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

Principals' Attributed Expectations	Perceptions of Own Behavior			
	Elem. Prin.: "I do"		Sec. Prin.: "I do"	
	r_s	P	r_s	P
Elem. Prin.: "My Supt expects me to"	.9762	<.01		
Sec. Prin.: "MY Supt. expects me to"			.6905	NS
Elem. Prin.: "My Teachers expect me to"	.7203	<.05		
Sec. Prin.: "My Teachers expect me to"			.7619	<.05

2. There was a significant correlation (.05 level) between the perceptions Elementary Principals had of their own behavior ("I do") and the perceptions by Elementary Principals of the expectations held for them by their Teachers ("My Teachers expect me to"). (r_s=.7203)

3. There was not a significant correlation between the perceptions Secondary Principals had of their own behavior ("I do") and the perceptions of Secondary Principals of the expectations held for them by their Superintendents ("My Superintendent expects me to"). (r_s=.6905)

4. There was a significant correlation (.05 level) between the perceptions Secondary Principals had of their own behavior ("I do") and the perceptions by Secondary Principals of the expectations held for them by their Teachers ("My Teachers expect me to"). (r_s=.7619)

These data indicate that elementary principals saw themselves behaving in a manner similar to the way they perceived the expectations held for them by their superintendent and teachers, i.e., they appeared to adapt their behavior equally to the perceived expectations of superiors and subordinates. On the other hand, secondary principals saw themselves behaving in a manner similar to the way they perceived the expectations held for them by their teachers (adaptive to subordinates' expectations), but not in the way they perceived the expectations held for them by their superintendents (non-adaptive to superior's expectations). Keep in mind that these results are only in terms of the cognitions of principals, i.e., as the responses of principals indicate that they see themselves behaving in a manner similar to the way they perceive others' expectations for their role.

The actual data obtained from superintendents indicate that the feeling by secondary principals that they were acting in a manner not fully approved by their superintendents was unfounded (see data in Chapter VII and Legitimacy Fulfillment in the preceding section). This unfounded feeling on the part of secondary principals was due to their significantly inaccurate perception of the actual expectations held for them by their superintendents (see Accuracy of Attributed Expectations).

These findings are related to Hypothesis 5.1 c of the study:

> There will be a relationship between the expectations regarding his role that a principal attributes to others and:
>
> c. the perceptions a principal holds regarding his own role behavior (Perception of Adaptation)

Data indicate that this hypothesis be accepted for elementary principals in regard to their perception of adaptation concerning superintendents and teachers, and that it be accepted for secondary principals in regard to their perception of adaptation concerning teachers only. The hypothesis is rejected for secondary principals regarding their perception of adaptation concerning superintendents.

Sanctions

The study included a concern for the extent to which the role expectations of others operated as sanctions for the school principal's behavior. The research design and analysis approached this question by defining sanction as the correspondence between (a) the perception of a school principal of his own behavior and (b) the expectations held for the principal by his superintendent and/or teachers. The significant chi square relationships reported in Table 96 indicate the number of instances where the expectations of others did not operate as sanctions of an individual principal's behavior.

Of the 38 instances where others' expectations did not operate as sanctions (20.7 per cent of possible chi square relationships),

TABLE 96

SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN PRINCIPAL'S PERCEPTION OF HIS OWN BEHAVIOR AND THE EXPECTATIONS HELD BY HIS SUPERINTENDENT AND TEACHERS (SANCTIONS)

		Principal-Superintendent (I do) (Prin. Should)		Principal - Teachers (I do) (Prin. Should)	
School	System	Nomo,	Idio.	Nomo,	Idio.
A	11	8.86***			
	12			3.79*	2.926*
B	14	5.12**		8.291***	5.268**
C	15			3.909**	
	16				5.128**
D	17		5.56*		
E	19	4.99**			
	20	3.33*			
F	21		4.167**		5.268**
	22	8.86***		6.53**	
G	23	7.127***			
	24	7.127***			
H	26				2.926*
I	28				2.926*
J	29	3.64*	5.128**	8.166***	2.926*
K	31	5.12**		15.408****	
	32			5.56**	
L	33		3.79*		
O	39	4.99**			
	40	3.33*			
R	49	11.78****	6.58**	8.86***	4.167**
	50	3.79*	3.79*	3.79*	3.79*
T	53	2.926*			
Totals	.05 level or more	9	3	7	4
	.10 level	5	3	2	5
Total		14	6	9	9

more were due to the Nomothetic dimension (23) than to the Idiographic dimension (15), and a greater number were attributable to the 12 secondary principals (22) than to the 11 elementary principals (16). The larger number of significant chi square principal-superintendent relationships were attributable to the secondary principals (13 of 20) while the greater number of significant chi square principal-teacher relationships were attributable to the elementary principals (11 of 18).

The Spearman rank order correlations of the weighted responses of elementary principals and of secondary principals as a group regarding sanctions may be summarized as follows:

1. There was a significant correlation (.05 level) between the perceptions Elementary Principals had of their own behavior ("I do") and the expectations held by Superintendents for the Elementary Principals ("Principal E should"). (r_s=.7381)

2. There was a significant correlation (.01 level) between the perceptions Secondary Principals had of their own behavior ("I do") and the expectations held by Superintendents for the Secondary Principals ("Principal S should"). (r_s=.9345)

   . i.e., The role expectations held by Superintendents for both Elementary and Secondary Principals appeared to operate as sanctions for the principal's behavior.

3. There was not a significant correlation between the perceptions Elementary Principals had of their own behavior ("I do") and the expectations held by Elementary Teachers for Elementary Principals ("My Principals should"). (r_s=.3988)

4. There was a significant correlation (.05 level) between the perceptions Secondary Principals had of their own behavior ("I do") and the expectations held by Secondary Teachers for Secondary Principals ("My Principal should"). (r_s=.7381)

Superintendents' expectations tended to operate as sanctions for the behavior of elementary principals, but teachers' expectations did not operate as sanctions for the elementary principals. This finding suggests that elementary principals might be more superior-oriented than subordinate-oriented -- a somewhat unexpected conclusion. Such a conclusion applies not only to elementary teachers and principals across-the-board as a group, but as individuals as well; 11 of the 18 significant chi square relationships regarding teachers' expectations as sanctions were attributable to elementary principals.

Secondary principals as a group appeared to be equally superior-oriented and subordinate-oriented in that both superintendents' and teachers' expectations tended to operate as sanctions for the behavior of secondary principals. As individuals, as revealed by the number of significant chi square relationships, there were fewer cases where secondary teachers' expectations failed to operate as sanctions than cases where the superintendent's expectations failed to operate as sanctions on the behavior of a secondary principal

The findings on sanctions were related to Hypothesis 4.2 of the study:

> There will be a relationship between the perception of a school principal concerning his own role behavior and the expectations that his superintendent and his teachers have regarding his role (Sanction)

Data suggest that this hypothesis be accepted for secondary principals as a group in regard to the expectations of both superintendents and teachers operating as sanctions on the behavior of secondary principals. The hypothesis can be accepted for elementary principals as a group only in regard to the expectations of superintendents operating as sanctions on the behavior of elementary principals. The findings suggest that the acceptance of the hypothesis for the elementary principal as an individual has the

TABLE 97

RELATIONSHIP OF PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT FINDINGS TO EIGHT HYPOTHESES

Hypothesis	Elementary Principals		Secondary Principals	
	As Individuals	As a Group	As Individuals	As a Group
2.1 a - Princ's. Expect. differ by Task Area	---------	Rejected	---------	Rejected
2.1 b - Princ's. Expect. differ by Dimensions	---------	Rejected	---------	Rejected
2.1 c - Princ's. Expect. differ by Type of School	---------	Rejected	---------	Rejected
2.3 - Cognitive Consistency	Accepted	Accepted	Accepted	Accepted
2.4 - Legitimacy Fulfillment	Rejected	Accepted re: Supts. Rejected re: Teach.	Accepted	Accepted re: Supts. Accepted re: Teach.
4.2 - Sanctions	Accepted re: Supt. Rejected re: Teach.	Accepted re: Supt. Rejected re: Teach.	Rejected re: Supt. Accepted re: Teach.	Accepted re: Supts. Accepted re: Teach.
5.1 a - Attributed Expect. and Other's Position	---------	Rejected re: Supt. & Teach.	---------	Accepted re: Supt. & Teach.
5.1 c Percept. of Adaptation	---------	Accepted re: Supt. Accepted re: Teach.	---------	Rejected re: Supt. Accepted re: Teach.

(Table 97 con't)

5.1 d - Accuracy of Attrib. Expect.	Accepted re: Supt. Accepted re: Teach.	Accepted re: Supt. Accepted re: Teach.	Rejected re: Supt. Accepted re: Teach.	Rejected re: Supt. Accepted re: Teach.
5.1 e - Legitimacy	Accepted re: Supt. Accepted re: Teach.	Accepted re: Supt. Accepted re: Teach.	Accepted re: Supt. Accepted re: Teach	Rejected re: Supt. Accepted re: Teach.
5.2 a - Attributed Percept. & Other's Position		Accepted re: Supt. & Teach.		Rejected re: Supt. & Teach.
5.2 c - Accuracy of Attrib. Percept.	Accepted re: Idio. Rejected re: Nomo.	Rejected re: Supt.	Accepted re: Idio. Rejected re: Nomo.	Accepted re: Supt.
6.1 a - Fulfillment of Expect. Degree of Fulfill. vs. Position	Rejected	Rejected	Rejected	Rejected
	Fulfillment of Expectations related to level of teaching (elementary vs. secondary)			

same limitation as the acceptance of the hypothesis for elementary principals as a group. As individuals, secondary principals appear to behave more in accordance with their teachers' expectations than in accordance with their superintendent's expectations. The hypothesis would have to be accepted for secondary principals as individuals only in regard to the expectations of their teachers as operating as sanctions on their behavior.

Summary: Relationship of Findings to Hypotheses

The findings reported in this chapter concerning data obtained through the Principal Role Behavior - Content instrument may be summarized according to conclusions in terms of the acceptance or rejection of selected hypotheses of the study. This summary is presented in Table 97.

CHAPTER IX

RELATIONSHIPS BETWEEN DEPENDENT AND INDEPENDENT VARIABLES

The purpose of this chapter is to report the significant relationships that were discovered between the variables discussed in the preceding three chapters. More specifically, the discussion will concern primarily the relationship between the responses obtained through the Principal Role Behavior - Content instrument with the responses obtained through other study instrument. Other relationships between dependent and independent variables are also reported. The findings resulting from these comparisons will then be related to appropriate hypotheses of the study.

Principals' Responses

Fourteen variables, based on the scores and dimensions of other instruments, were related to the various responses of school principals to the PRB-C instrument items through the chi square statistic. The number of significant relationships are reported in Table 98.

In terms of PRB-C responses, the greatest number of significant chi square relationships (32) were due to principals' first-order perceptions of their own behavior ("does"), with their ausvalued expectations for teachers producing the next largest number of significant chi square relationships (29). The smallest number of significant relationships (2) was generated by principals' first-order expectations of their own role ("should") and their ausvalued expectations for their superintendents (5). This difference between "should" and "does" responses (expectations and perceptions) is

6

TABLE 98

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN RESPONSES OF PRINCIPALS ON PRINCIPAL ROLE BEHAVIOR-CONTENT INSTRUMENT AND THEIR RESPONSES ON OTHER INSTRUMENTS

	LBDQ						FIRO-B									
Responses on Principal Role Behavior-Content Instrument	Real Consid.	Real IS	Ideal Consid.	Ideal IS	DVI Trad.	DOC Consist.	E. Inclusion	E. Control	E. Affection	W. Inclusion	W. Control	W. Affection	SIZE	AGE	Total	
Elem. Prin. "I should"				1											1	
Sec. Prin. "I should"					1										1	2
Elem. Prin. "I do"		2		1			1	1	2	1	1	1		1	11	
Sec. Prin. "I do"	3		2	2	7			2		3		2			21	32
Elem. Prin. "My Supt. Expects Me to"							3	3	3	3	3	2			17	
Sec. Prin. "My Supt. Expects Me to"					2										2	19

(Table 98 Con't)

Elem. Prin. "My Teachers Expect Me to"									1	1				2	
Sec. Prin. "My Teachers Expect Me to"	1				5									6	8
Elem. Prin. "My Supt. Perceives that I"		3							3					6	
Sec. Prin. "My Supt. Perceives that I"	2		1	1	1			1		3		2		11	17
Elem. Prin. "My Teach. Perceives that I"				1					2					3	
Sec. Prin. "My Teach. Perceives that I"	3		1	3	3			1		3		1		15	18
Elem. Prin. "My Supt. Should Expect Me to"				1										1	
Sec. Prin. "My Supt. Should Expect Me to"		1			2					1				4	5
Elem. Prin. "My Teachers Should Expect Me to"				1			2	2	2	2	2	2		13	
Sec. Prin. "My Teach. Should Expect Me to"	2		2	2	3			2		2		3		16	29
Total Elem. Prin.	0	5	0	5	0	0	6	6	12	7	7	5	0	1	54	
Total Sec. Prin.	11	1	6	8	24	0	0	6	0	12	0	8	0	0	76	
Total All Prin.	11	6	6	13	24	0	6	12	12	19	7	13	0	1		130

important to note.

In terms of the principals' responses to other instruments, the greatest number of significant chi square relationships with PRB-C variables (24) was generated by the Traditional Values score (DVI), and all of these were in terms of the responses of secondary school principals. No significant relationships were generated by the DOC Consistency score or the Size of the School, and only one significant relationship was generated by age.

It is interesting to note that all of the significant relationships generated by Real Consideration and Ideal Consideration (LBDQ) were due to the responses of secondary principals.

On the other hand, all of the significant relationships generated by "expressed" Inclusion and Affection and "wanted" Control (FIRO-B) were due to the responses of elementary principals.

Table 99 reports these significant chi square relationships in terms of the Style dimensions (Nomothetic and Idiographic) and the Task Area dimensions (Curriculum and Instruction, Personnel Development, Community Relations, and Maintaining Funds and Facilities) of the PRB-C instrument. These findings indicate that the greatest number of significant relationships were due to the Curriculum and Instruction and the Community Relations Task Areas. An approximately equal number of significant relationships were generated by the Nomothetic and Idiographic Style dimensions. This latter similarity was only in terms of all Task Areas for both elementary and secondary principals; there was a difference between the Nomothetic and Idiographic dimensions by level (elementary or secondary) and by Task Area. For elementary principals the

TABLE 99

ANALYSIS OF SIGNIFICANT CHI SQUARES FOR PRINCIPALS REGARDING TASKS AREA AND STYLE

PRB-C			LBDQ						FIRO-B										
Respond.	Area	Style	Real Consid.	Real IS	Ideal Consid.	Ideal IS	DVI Trad.	DOC Consist.	E. Inclus.	E. Control	E. Affect.	W. Inclus.	W. Control	W. Affect.	SIZE	AGE	Nomothetic	Idiographic	Total
E. Prin.	C+I	N		2		1											3		11
		I				2			1	1	1	1	1	1				8	
	Pers.	N							1	1	1	1	1				5		5
		I																0	
	C-R	N				2			2	2	3	3	3	2			17		23
		I							1	1	1	1	1	1				6	
	F&F	N		1					1	1	4	1	1	1			10		15
		I		2							2					1		5	
			0	5	0	5	0	0	6	6	12	7	7	5	0	1	35	19	54
S. Prin.	C+I	N	1				1			2		6		3			13		29
		I	4		2	3	6					1						16	
	Pers.	N															0		8
		I	1		1	1	1			1		1		2				8	
	C-R	N	1	1	1	1	3			1		1		1			10		26
		I	3		2	2	3			2		2		2				16	
	F&F	N	1				3					1					5		13
		I				1	7											8	
			11	1	6	8	24	0	0	6	0	12	0	8	0	0	28	48	76
All Prin.	C+I	N	1	2		1	1			2		6		3			16		40
		I	4		2	5	6		1	1	1	2	1	1				24	
	Pers.	N							1	1	1	1	1				5		13
		I	1		1	1	1			1		1		2				8	
	R	N	1	1	1	3	3		2	3	3	4	3	3			27		49
		I	3		2	2	3		1	3	1	3	1	3				22	
	F&F	N	1	1			3		1	1	4	2	1	1			15		28
		I		2		1	7				2					1		13	
Total			11	6	6	13	24	0	6	12	12	19	7	13	0	1	63	67	130
Rank Order (high to low)			7	10	10	3.5	1	13.5	10	5.5	5.5	2	8	3.5	13.5	12			

Nomothetic dimension was related more to their responses to other instruments, while for secondary principals the Idiographic dimension was related more to their responses to other instruments. There were more significant relationships between variables due to the responses of secondary principals than of elementary principals.

It is interesting to note that Community Relations responses of elementary principals were related most to the dimensions of other instruments, while for secondary principals both the Curriculum and Instruction and Community Relations Task Areas were related most to their responses on other instruments. Personnel Development produced the least number of significant relationships with the variables of other instruments for both elementary and secondary school principals.

Analysis of Significant Chi Squares for Principals

In the analysis of significant chi squares for school principals non-PRB-C instruments (LBDQ, FIRO-B, and DVI) were considered as one factor. There was one significant chi square for Age and none for Size of School, so these two dimensions were ignored when looking at the non-PRB-C factor or its two factor interactions. Two other factors and their interactions, analyzed by chi square, were categories inherent in the PRB-C instrument: Style (Nomothetic and Idiographic) and Task Area (Curriculum and Instruction, Personnel Development, Community Relations, and Maintaining Funds and Facilities). Finally, the number of significant chi squares associated with whether the schools were elementary or secondary was analyzed along with its two factor

TABLE 100

CHI SQUARES VALUES FOR MAIN FACTORS AND TWO FACTOR INTERACTION ON MULTIPLE CLASSIFICATION OF SIGNIFICANT CHI SQUARES OF PRINCIPALS

Variables	df	Chi Square[a]
Task Areas	3	22.42**
LBDQ, FIRO-B, & DVI	10	27.10*
Style (Nomothetic-Idiographic)	1	.001
Elementary-Secondary	1	3.72
Area x LBDQ, FIRO-B, & DVI	30	31.46
Area x Style	3	2.78
Style x LBDQ, FIRO-B, & DVI	10	17.73
Area x Elementary-Secondary	3	5.46
Elem.-Sec. x LBDQ, FIRO-B, & DVI	10	77.16**
Style x Elementary-Secondary	1	9.88*

[a] * P <.01
** P <.001

interactions. The other classifications of significant chi squares were not subjected to analysis by chi square because of the small number when broken down by type of school. It should be remembered that the analysis presented below includes only the responses of principals. Significant chi squares for superintendents are presented in Table 101.

Table 100 indicates that there were two main factors and two interactions which were significant at least at the .05 level. When looking at the number of significant chi squares in terms of Task Area it should be noted that the area of Community Relations had the most significant relationships while Personnel Development had the least. Inspection of Tables 98 and 99 shows that the non-PRB-C variables of the DVI Traditional Values score was the most disproportionate in terms of secondary principals' responses alone. This disparity, to a large extent, accounts for the significant interaction of the non-PRB-C variables with Type of School. These findings suggest that secondary principals of the sample viewed their role differently than did the elementary principals, particularly in terms of Traditional Values.

As noted previously, the interaction of non-PRB-C variables with Type of School was largely accounted for by the disparity regarding Traditional Values plus the fact that the elementary principals had more relationships with the "expressed" Inclusion dimension of the FIRO-B than would be expected. This finding may indicate that elementary principals have a need to include others more than do secondary principals. Finally, the significant interaction of elementary and secondary principals with Nomothetic or

TABLE 101

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN RESPONSES OF SUPERINTENDENTS ON PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT AND THEIR RESPONSES ON OTHER INSTRUMENTS

	LBDQ						FIRO-B									
Responses on Principal Role Behavior-Content Instrument	Real Consid.	Real IS	Ideal Consid	Ideal IS	DVI Trad.	DOC Consist.	E. Inclusion	E. Control	E. Affect.	W. Inclusion	W. Control	W. Affect.	SIZE	AGE	TOTAL	
"Elem. Prin. Should"															0	
"Sec. Prin. Should"	2	2	1					1							6	6
"Elem. Prin. Does"	4		1												5	
"Sec. Prin. Does"			3		2						1				6	11
Total Re: E.Prin.	4	0	1	0	0	0	0	0	0	0	0	0	0	0	5	
Total Re: S.Prin.	2	2	4	0	2	0	0	1	0	0	1	0	0	0	12	
Total Re: All Prin	6	2	5	0	2	0	0	1	0	0	1	0	0	0		17

(Table 101 con't)

Analysis by Area & Style		LBDQ						FIRO-B								
Area	Style	Real Consid.	Real IS	Ideal Consid.	Ideal IS	DVI Trad.	DOC Consist.	E. Inclusion	E. Control	E. Affect.	W. Inclusion	W. Control	W. Affect.	N	I	Total
C+I	N	3	1	1					1					6		10
	I	1		1		1						1			4	
Pers.	N	1		1		1								3		3
	I														0	
C-R	N													0		4
	I	1	1	2											4	
F&F	N													0		0
	I														0	
Total		6	2	5	0	2	0	0	1	0	0	1	0	9	8	17

Idiographic Style tends to show that the secondary principals were inclined to be more Idiographic than were elementary principals. This latter finding is divergent from the typical "folklore" regarding differences between elementary and secondary school principals.

Superintendents' Responses

A total of seventeen significant chi square relationships was obtained from a comparison of superintendents' "should" and "does" responses on the PRB-C instrument and their responses to other instruments. The findings of these comparisons, reported in Table 101, indicated that the majority of these significant relationships were due to superintendents' responses regarding secondary school principals, and were in terms of the Curriculum and Instruction Task Area. There was no significant difference between the Nomothetic and Idiographic dimensions in terms of the number of significant chi square relationships.

The largest number of significant relationships between superintendents' responses were generated by their LBDQ and PRB-C responses. More significant relationships occurred between the "does" (role perceptions) responses and other variables than between the "should" (role expectations) responses and other variables.

Teachers' Responses

The relationships between teachers' responses on the PRB-C instrument and their responses to other instruments are reported in Tables 102, 103, and 104. In order to discuss "should" (role expectations) and "does" (role perceptions) separately, these have been reported in two different tables.

Table 102 reports the significant chi square relationships

TABLE 102

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN TEACHERS RESPONSES TO "MY PRINCIPAL SHOULD" ON PRB-C INSTRUMENT

PRB-C		LBDQ					FIRO-B								
Area	Style	Real Consid.	Real IS	Ideal Consid.	Ideal IS	DVI	E. Inclus.	E. Control	E. Affect.	W. Inclus.	W. Control	W. Affect.	Nomothetic	Idiographic	Total
C&I	N	13	13	12	15	2	12	9	16	8	15	9	124		263
	I	13	12	18	17	3	12	12	16	10	16	10		139	
Pers.	N	10	16	8	14	6	9	8	13	10	12	9	115		260
	I	11	13	12	14	4	13	15	18	14	16	15		145	
C-R	N	15	15	12	20	6	12	12	13	9	13	10	137		282
	I	11	17	14	16	4	13	14	15	12	16	13		145	
F&F	N	8	18	11	16	6	12	9	10	10	10	10	120		249
	I	10	14	12	17	6	12	12	11	12	10	13		129	
Total No.															
	N	46	62	43	65	20	45	38	52	37	50	38	496		
	I	45	56	56	64	17	50	53	60	48	58	51		558	
N + I		91	118	99	129	37	95	91	112	85	108	89			1054
Rank Order (high to low)		7.5	2	5	1	11	6	7.5	3	10	4	9			

TABLE 103

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN TEACHERS RESPONSES TO "MY PRINCIPAL DOES" ON PRB-C INSTRUMENT

PRB-C		LBDQ					FIRO-B								
Area	Style	Real Consid.	Real IS.	Ideal Consid.	Ideal IS.	DVI	E. Inclus.	E. Control	E. Affect.	W. Inclus.	W. Control	W. Affect.	Nomothetic	Idiographic	Total
C+I	N	11	24	18	16	9	13	14	23	16	25	14	183		370
	I	15	23	18	22	7	12	14	21	15	24	16		187	
Pers.	N	12	22	14	18	16	9	11	15	12	21	18	168		346
	I	16	25	20	18	10	10	15	20	14	18	12		178	
C-R	N	8	20	16	18	14	8	12	14	10	20	9	149		322
	I	15	23	21	20	12	10	13	14	14	16	15		173	
F&F	N	12	26	18	22	14	13	13	23	11	23	14	189		368
	I	13	22	18	22	15	10	13	20	12	20	14		179	
Total No.															
	N	43	92	66	74	53	43	50	75	49	89	55	689		
	I	59	93	77	82	44	42	55	75	55	78	57		717	
N + I		102	185	143	156	97	85	105	150	104	167	112			1406
Rank Order (high to low)		9	1	5	3	10	11	7	4	8	2	6			

between teachers' "should" (role expectations) responses on the PRB-C instrument with their responses to other instruments. There was no significant difference in terms of Task Areas although Community Relations had the highest number of significant relationships and Maintaining Funds and Facilities had the least. More significant relationships were generated by the Idiographic dimension than by the Nomothetic dimension.

The three variables of other instruments that generated the greatest number of significant relationships were (in decending order) Ideal ("should") Initiating Structure (LBDQ), Real ("does") Initiating Structure (LBDQ), and "expressed" Affection (FIRO-B). The three variables of other instruments that generated the least number of significant relationships were DVI Traditional Values, "wanted" Inclusion (FIRO-B), and "wanted" Affection (FIRO-B).

Table 103 reports the significant chi square relationships between teachers' "does" (role perceptions) responses on the PRB-C instrument with their responses to other instruments. There was no significant difference in terms of PRB-C Task Areas although Curriculum and Instruction and Maintaining Funds and Facilities had the greatest number of significant relationships and Community Relations had the least number. This was different (almost opposite) from the pattern obtained from "should" responses. As in the case of "should" responses, more significant relationships were related to the Idiographic than to the Nomothetic dimension.

The three variables of other instruments that generated the greatest number of significant chi square relationships were (in decending order) Real ("does") Initiating Structure (LBDQ), "wanted" Control (FIRO-B), and Ideal ("should") Initiating Structure (LBDQ).

TABLE 104

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS BETWEEN TEACHERS RESPONSES TO "MY PRINCIPAL SHOULD" AND TO "MY PRINCIPAL DOES" ON PRB-C INSTRUMENT

PRB-C		LBDQ					FIRO-B								
Area	Style	Real Consid.	Real IS	Ideal Consid.	Ideal IS	DVI	E. Inclus.	E. Control	E. Affect.	W. Inclus.	W. Control	W. Affect.	Nomothetic	Idiographic	Total
C+I	N	24	37	30	31	11	25	23	39	24	40	23	307		633
	I	28	35	36	39	10	24	26	37	25	40	26		326	
Pers.	N	22	38	22	32	22	18	19	28	22	33	27	283		606
	I	27	38	32	32	14	23	30	38	28	34	27		323	
C-R	N	23	35	28	38	20	20	24	27	19	33	19	286		604
	I	26	40	35	36	16	23	27	29	26	32	28		318	
F&F	N	20	44	29	38	20	25	22	33	21	33	24	309		617
	I	23	36	30	39	21	22	25	31	24	30	27		308	
Total No.															
	N	89	154	109	139	73	88	88	127	86	139	93	1185		
	I	104	149	133	146	61	96	108	135	103	136	108		1279	
N + I		193	303	242	285	134	180	196	262	189	275	201			2460
Rank Order (high to low)		8	1	5	2	11	10	7	4	9	3	6			

The three variables of other instruments that produced the least number of significant relationships were "expressed" Inclusion (FIRO-B), DVI Traditional Values, and Real ("does") Consideration (LBDQ). These patterns vary somewhat from that resulting from significant "should" chi square relationships, and quite a bit from the pattern of school principals, especially in regard to the DVI Traditional Values responses. It should also be noted that the teachers' "does" responses on the PRB-C instrument produced more significant chi square relationships with other variables (1406) than did their "should" responses (1054).

Table 104 reports the total of both "should" and "does" significant chi square relationships of Tables 102 and 103. Findings again emphasize the similarity between Task Areas for the number of significant relationships and the slight superiority of the Idiographic dimension in identifying significant relationships between variables. The three variables of other instruments that were most related to both "should" and "does" responses of teachers on the PRB-C instrument were Real ("does") Initiating Structure (LBDQ), Ideal ("should") Initiating Structure (LBDQ), and "wanted" Control (FIRO-B).

Analysis of Significant Chi Squares for Teachers

The analysis of variance was used as a least square technique to describe the significant chi square relationships between the LBDQ, FIRO-B, and DVI instruments and the variables of the Principal Role Behavior - Content (PRB-C) instrument. The chi square program that was run was described in Chapter V. Each of the 32 items on the PRB-C instrument was compared with every dimension of the LBDQ, FIRO-B and DVI instruments using the teachers' responses in the 46 schools, thus generating 32,384 chi square values of which 2,460 (7.5 per cent) were significant at least at the .05 level.

Differences in the number of significant chi squares between schools were obviously large, and schools as a factor was omitted from the analysis. It should be noted, however, that proportionately more chi square relationships existed on elementary teachers' "should" responses, while proportionately more chi square relationships existed on secondary teachers' "does" responses ($X^2 <.001$). In other words there were twice as many chi square relationships found for secondary teacers than for elementary teachers, and almost twice as many secondary teachers' chi squares were on "does" items on the PRB-C instrument.

Some Findings

The four major findings regarding this analysis of significant chi square relationships obtained from teachers are reported in Table 105 and may be summarized as follows:

1. The variance within one group of four items (within cell) was approximately one fourth of the variance (Between cell) between these four sets of four items. This suggests that the items on the PRB-C instrument are fairly homogeneous, at least in respect to their being related via chi square to the variables of the LBDQ, FIRO-B, and DVI instruments.

2. Variance for two factor interactions was larger than the within cell variance, but only in two cases did two factor interactions exceed twice the size of the within cell variance. These

TABLE 105

ANALYSIS OF VARIANCE OF SIGNIFICANT CHI SQUARE RELATIONSHIPS OF TEACHERS' RESPONSES ON PRB-C INSTRUMENT

Source	df	ss	MS	F
Total	703	1501.977		
Between cells	175	920.477	5.259	4.77
Area	3	3.011	1.003	.91
Other Instrument Variables[a]	10	435.383	43.538	39.53
Style	1	11.505	11.505	10.45
Should - Does	1	176.000	176.000	159.80
Area x Other Instr. Variables	30	56.458	1.880	1.71
Area x Style	3	5.461	1.820	1.65
Area x Should-Does	3	20.625	6.870	6.23
Other Instr. Variables x Style	10	20.089	2.009	1.82
Other Instr. Variables x Should-Does	10	89.407	8.941	8.12
Style x Should-Does	1	1.640	1.640	1.49
Area x Other Instr. Variables x Should-Does	30	35.093	1.169	1.06
3 and 4 factor interaction	73	65.805	.901	.82
Within cell	528	581.000	1.101	

[a] LBDQ, FIRO-B, and DVI instrument variables

large interactions both involve the "should-does" factor and suggests that perhaps all three factors involved may interact, i.e., Area x LBDQ, FIRO-B, DVI variables x "Should-Does." However, this does not appear to be the case since the variance for this three factor interaction is approximately the same size as the within cell variance.

The large "should - does" F ratio reflects its interaction with both Area and the LBDQ, FIRO-B, and DVI variables. Although more chi squares were related to "does" items on the PRB-C instrument, both the Task Area and the particular variable on the "other" instruments should be specified when discussing findings since they are not proportionately represented. In other words, some Task Areas and/or "other" variables have more or less of their share of either "should" or of "does" significant chi squares. Considering the "should - does" interaction with Area: (1) proportionately more "does" chi squares were related to Curriculum and Instruction; (2) the Community Relations area had more "should" chi squares and fewer "does" chi squares than would be expected if they were distributed proportionately; (3) the Maintaining Funds and Facilities area had fewer "should" and more "does" chi squares than would be expected.

When looking at the interaction of "should - does" with the variables of the LBDQ, FIRO-B and DVI instruments, it is necessary to remind the reader that some of the dimensions of these "other" instruments have "should - does" manifestations. The FIRO-B yields both an "expressed" and a "wanted" score for Inclusion, Control, and Affection. The LBDQ has a "real" and an "ideal" score on the Initiating Structure and Consideration dimensions. "Ideal" (LBDQ) and "wanted" (FIRO-B) dimensions when related to "does" items on the PRB-C instrument generated the most significant chi squares (682), followed by "Real" (LBDQ) and "expressed" (FIRO-B) dimensions when also related to "does" items on the PRB-C instrument (627). The "should" items of the PRB-C instrument, in addition to having fewer significant chi squares than "does" items, had approximately the same number of relationships with either "should-like" or "does-like" variables of the LBDQ, FIRO-B, and DVI instruments.

These patterns of findings suggest the way elementary and secondary teachers of the sample tended to perceive the role of their principal. In terms of Nomothetic and Idiographic behavior, the way teachers perceived their principal's role was related more to (a) their expectations and perceptions in terms of Consideration and Initiating Structure (LBDQ) and their "expressed" and "wanted" needs for Inclusion, Control, and Affection (FIRO-B) than to (b) their expectations in terms of Idiographic behavior.

The cells of an 11 x 2 contingency table, cross classifying significant chi squares for LBDQ, FIRO-B and DVI variables by whether the items are "should" or "does" on the PRB-C instrument, can be arranged in a hierarchy of discrepancy from what would be expected in each cell if proportionately represented on the bases of row and column totals. The two largest discrepant cells involving LBDQ, FIRO-F and DVI variables are the DVI ("should" x^2=7.01 and "does" x^2=5.80) and "expressed" Inclusion on the FIRO-B ("should" x^2=4.21 and "does" x^2=3.14). All the other cells in this table yielded chi square values of approximately 1 or less. This suggests that: (1) Traditional Values (DVI) of teachers are more related to what they perceive the principal doing (perceptions) than to what they think he should do (expectations); and (2) the "expressed" Inclusion needs of teachers are also more related to that they perceive the principal doing (perceptions) than to what they think he should do (expectations). In the case of the DVI, one would normally expect a larger number of relationships of Traditional Values with expectations.

3. The variance associated with the remaining multi-factor interactions was less than the within cell variance.

4. The ratios were quite large for the "should - does" and for the LBDQ, FIRO-B, and DVI variables factors. Style of behavior, Nomothetic and Idiographic, was approximately the same size as the two large double factor interactions.

PRB-C Items Generating Significant Chi Square Relationships

Although no item analysis of PRB-C instrument items was carried out on a statistical basis, the "power" of each item -- in terms of the number of significant chi square relationships that were produced by the item -- was summarized. Table 106 indicates that the greatest number of relationships were between PRB-C items and FIRO-B dimensions suggesting that a relationship may exist between role expectations and perceptions (in terms of Nomothetic and Idiographic dimensions) and the interpersonal needs dimensions (Inclusion, Control, and Affection) of the FIRO-B instrument.

Table 107, reporting items by Task Area, indicates that only three items of the PRB-C instrument (12, 13, and 16) did not produce any significant chi square relationships with the variables of other instruments. Table 108 summarizes items by dimension (Nomothetic and Idiographic).

Other Significant Relationships

In addition to the computation of the relationships reported above, an additional series of chi square correlations were run by hand on an electric calculator. Only the significant relationships between dependent (PRB-C and LBDQ instruments) and independent variables discovered through this analysis will be reported below. The relationships between independent variables and between dependent variables have been reported in previous chapters.

Teacher Morale

The relationship between the level of teacher morale and the needs-dispositions of teachers was investigated. Only one significant relationship was discovered: The morale of secondary teachers (not of elementary teachers) was related significantly (Chi square = 4.13 $P < .05$) to Principal-Teacher total Inclusion Compatibility on the FIRO-B instrument. This was a direct relationship, i.e., the higher the level of the morale of secondary teachers in a given school the greater was the principal-teacher total Inclusion Compatibility.

Another significant dependent-independent variable analysis of morale data had to do with the relationship between teacher morale and size of school. The level of elementary teacher morale was related to the size of the elementary school, and the morale of secondary teachers was also related to the size of the secondary school (Chi square=5.60 $P < .02$). This was a direct relationship in both cases, i.e., the higher the level of teacher morale, the larger the school. This finding raises some questions concerning the folklore concerning the superiority of small schools and elementary schools in the area of morale. It should be kept in

TABLE 106

PRB-C ITEMS CONTRIBUTING AT LEAST ONE SIGNIFICANT CHI SQUARE RELATIONSHIP WITH THE VARIABLES OF OTHER INSTRUMENTS IN TERMS OF ADMINISTRATORS' (SUPERINTENDENTS AND PRINCIPALS) REPONSES

Instrument and Dimension	PRB-C Item	No.	Total
LBDQ			
Real Consideration	2,3,4,7,8,9,14, 18,20,22,23,30	12	
Real Initiating Structure	3,5,17,22,25,26, 28	7	
Ideal Consideration	2,3,4,7,9,14,18, 20,22	9	
Ideal Initiating Structure	2,4,7,9,18,20,21, 25	8	36
DVI			
Traditional Values	2,3,4,6,9,10,17, 18,19,23,26,27, 28,30,32	15	15
FIRO-B			
expressed Inclusion	7,15,20,22,24,30	6	
expressed Control	1,5,7,8,9,15,19, 20,22,24,30	10	
expressed Affection	7,15,20,21,22,24, 29,30	8	
wanted Inclusion	3,5,6,7,8,9,15, 19,21,22,24,30, 31	14	
wanted Control	2,5,7,8,11,15, 20,21,22,24,30	11	
wanted Affection	8,9,19,20,22,24	7	56
	Total		107

TABLE 107

NUMBER OF SIGNIFICANT CHI SQUARE RELATIONSHIPS PRODUCED BY EACH ITEM OF THE PRINCIPAL ROLE BEHAVIOR - CONTENT INSTRUMENT

Area	Item	Number of Significant Chi Squares		Area	Item	Number of Significant Chi Squares	
Curr. & Instruct.	1	1		Community Relations	17	2	
	2	5			18	4	
	3	5			19	4	
	4	3			20	9	
	5	4			21	4	
	6	2			22	9	
	7	8			23	2	
	8	5			24	6	
			33				40
Personnel Develop.	9	7		Maint. Funds & Facilities	25	2	
	10	1			26	2	
	11	1			27	1	
	12	0			28	2	
	13	0			29	1	
	14	2			30	8	
	15	5			31	1	
	16	0			32	1	
			16				18
					Total		107

TABLE 108

NUMBER AND STYLE OF PRB-C ITEMS PRODUCING SIGNIFICANT CHI SQUARE RELATIONSHIPS

Number of Significant Chi Squares	Number of Items	Items	Style	
			Nomothetic	Idiographic
0	3	12,13,16	1	2
1	7	1,10,11,27,29, 31,32	4	3
2	7	6,14,17,23,25, 26,28	3	4
3	1	4		1
4	5	3,5,18,19,21	3	2
5	3	2,8,15	2	1
6	1	24	1	
7	1	9		1
8	2	7,30	1	1
9	2	20,22	1	1
Total	32		16	16

mind that the General Conditions in Your School instrument contained items that required the respondent to compare his own school with other schools in terms of excellence of program, progress, and the like. Morale in these terms is likely not to favor the small school with its limited program and budget.

All other relationships between morale and other independent variables were found not to be significant.

The relationship between teacher morale and the correspondence between the "should" and "does" responses on the PRB-C instrument (fulfillment of role expectations) needs special attention since it is concerned with one of the hypotheses of the study. No significant relationship, either direct or inverse, was discovered to exist between the level of teacher morale and the degree of fulfillment of teachers' role expectations. This comparison was made by use of the chi square statistic by relating the morale z scores of teachers in each school with the significant teacher z_U "should-does" PRB-C comparisons in each school.

General Social Values

There was no significant relationship between the expectations ("should" or Ideal) or perceptions ("does" or Real) of elementary school principals on the PRB-C instrument or the LBDQ and their Traditional Values score on the DVI. The expectations and perceptions of elementary school principals regarding their own role were not significantly related to their general social values.

The relationship between the expectations and perceptions of secondary principals and their general social values presents quite a different pattern. There was a significant relationship between the first-order and second-order cognitions (both expectations and perceptions) of secondary principals and their general social values. The first-order role expectations of secondary principals ("I should") and their ausvalued role expectations ("My Superintendent should expect me to" and "My Teachers should expect me to") were related to their Traditional Values score on the DVI. In addition, their first-order role perceptions ("I do"), their attributed expectations ("My Superintendent expects me to" and "My Teachers expect me to"), and their attributed perceptions ("My Superintendent perceives that I" and "My Teachers perceive that I") were related to their Traditional Values score on the DVI.

The Traditional Values score of superintendents on the DVI was related to their role expectations of secondary principals (not of elementary principals) and to their role perceptions of elementary principals (not of secondary principals). These relationships were based on superintendents' DVI responses and their responses to the LBDQ, and varied somewhat in terms of the Initiating Structure and Consideration dimensions. The Traditional Values score of superintendents was significantly related to their role expectations of secondary principals in terms of their (the superintendents') Ideal Initiating Structure and their Ideal Consideration scores. The Traditional Values score of superintendents was significantly related to their role perceptions of elementary principals only in terms of their (the superintendents') Real Initiating Structure scores. In general, the expectations that superintendents held for their secondary principals were more related to superintendents' Traditional Values score than were their expectations for their elementary principals.

The DVI also produced a Rejection score. No relationship was discovered between the similarity of principals' and teachers' role expectations and perceptions and their Rejection score on the DVI. However, a significant relationship was discovered in the case of principal-superintendent responses. The amount of correspondence between a superintendent and an elementary principal and between a superintendent and a secondary principal in a given school situation on their Ideal Consideration scores (LBDQ) was related significantly (chi square = 7.42 $P < .01$) to the amount of superintendent-principal correspondence on their Rejection score on the DVI. This was an inverse relationship, i.e., the more the superintendent and principal had similar Ideal Consideration scores, the less the superintendent and principal had similar Rejection scores. In other words, the more a superintendent and his principal agreed as to how much stress the principal should give to Consideration behavior, the less they were alike in terms of "open-mindedness" or "closed-mindedness."

Needs-dispositions (Personality)

The relationship between the PRB-C responses and FIRO-B responses have been reported in previous sections of this chapter. Only two significant relationships were discovered -- between the role expectations (Ideal) responses of secondary principals and teachers -- between LBDQ responses and responses on the FIRO-B instrument.

The amount of correspondence between the responses of a secondary school principal and his teachers on Ideal Initiating Structure (LBDQ) was related significantly (chi square = 4.08

P <.05) to the degree of principal-teacher total Inclusion Compatibility (FIRO-B instrument). This was a direct relationship, i.e., the more a secondary principal and his teachers had similar scores on Ideal Initiating Structure (how much stress the principal should give to this behavior), the more compatible they were in regard to Inclusion responses ("expressed" and "wanted"). This finding suggests that in the case of the secondary school, role expectations of the principal and his teachers regarding Initiating Structure behavior are related directly to their need-dispositions regarding Inclusion.

On the other hand, the amount of correspondence between the responses of a secondary school principal and his teachers (not of an elementary principal and his teachers) on Ideal Consideration (LBDQ) was related significantly (chi square = 4.14 P <.05) to the degree of principal-teacher total Control Compatibility (FIRO-B instrument). This was an inverse relationship, i.e., the more a secondary principal and his teachers had similar scores on Ideal Consideration (how much stress the principal should give to this behavior), the less compatible they were in regard to Control responses ("expressed" and "wanted"). This finding suggests that in the case of the secondary school, the role expectations of the principal and his teachers regarding Consideration behavior are significantly not related to principal-teacher Control compatibility.

These two findings tend to suggest that the elementary school principalship differs somewhat from the secondary school principalship in terms of the relationship between need-dispositions and role expectations. The findings raise some questions as to the universality of generalizations concerning the relationship between superior-subordinate personality compatibility and the degree to which both the superior and the subordinate define the superior's role in a similar manner.

Decision Orientation Consistency

As previously reported, there were no significant relationships between responses to the PRB-C instrument and responses to the Decision Orientation Consistency (DOC) Scale. However, there were some significant relationships between role expectations and perceptions in terms of the LBDQ and decision orientation consistency.

There was a significant relationship between (a) the role perceptions of superintendents as a group regarding secondary principals (not of elementary principals) and (b) the score of superintendents on the DOC Scale. In addition, there were two significant relationships between superintendent-principal agreement on LBDQ dimensions and superintendent-principal agreement on the DOC Scale.

The amount of correspondence between the responses of a superintendent and his secondary principal (not his elementary principal) on Ideal (expectation) Consideration on the LBDQ was related significantly (chi square = 3.93 $P < .05$) to the amount of correspondence between their scores on the DOC Scale. This was a direct relationship, i.e., the more the superintendent and the secondary principal agreed on how much stress the secondary principal should give to Ideal Consideration behavior, the more they had similar Consistency scores. This finding suggests a difference by level between elementary and secondary principals regarding similarity of superintendent-principal responses on the Ideal Consideration dimension of the LBDQ and their responses to the DOC Scale.

However, when the responses of elementary and secondary principals were combined and related to the responses of superintendents, a significant relationship by position was discovered between the similarity of superintendent-principal responses on the Ideal Consideration dimension of the LBDQ and the similarity of superintendent-principal responses on the DOC Scale. The amount of correspondence between a superintendent and his elementary and secondary school principals on Ideal Consideration (expectation) on the LBDQ was related significantly (chi square = 8.61 $P < .01$) to the amount of correspondence between superintendent-principal scores on the DOC Scale. As in the case of secondary principals, this was a direct relationship.

Importance of Tasks

Only one significant relationship was discovered between how much stress the school principal should give to certain specified tasks and role expectations and perceptions of the school principal. This lack of relationships might be surprising, but is probably accounted for by the similar degree of importance placed on the various tasks by all respondents while they hold different role expectations and perceptions.

The amount of correspondence between the responses of a superintendent and his secondary principal (not of his elementary principal) on Ideal Consideration (expectation) on the LBDQ was related significantly (chi square - 3.85 $P < .05$) to the amount of correspondence between the superintendent and his secondary principal on how much stress the secondary principal should give to certain task areas (Importance of Tasks instrument). This was, surprisingly, an inverse relationship, i.e., the more the superintendent and his secondary principal had similar Ideal Consideration scores, the less they agreed on how important it was for the secondary principal to stress certain task areas.

This finding suggest that similarity of job definition by superior and subordinate is not necessarily related to superior-subordinate similarity of role expectations regarding the subordinate's administrative behavior ... at least in the case of the sample superintendents and secondary school principals. This conclusion is supported by the fact that there was no significant relationship between elementary principals' and superintendents' similarity on LBDQ role expectations and the similarity of their responses to the Importance of Tasks instrument.

Size of School

The relationship between size of school and teacher morale has already been reported. Size of school was not related significantly to role expectations or role perceptions as obtained through the PRB-C instrument. However, the size of secondary schools was related to the responses of secondary principals (not of elementary principals) to the Ideal Consideration (expectations) dimension of the LBDQ. In general, it can be concluded that there was no relationship between role expectations or role perceptions and size of school.

Age

As previously reported, there was a significant relationship between the age of the elementary school principal and the perceptions elementary principals had of their own role behavior (see Table 98). Only one other significant relationship between age and dependent variables was found. The age of the superintendent was related significantly (chi square = 4.90 $P<.05$) to the degree of correspondence between the scores of elementary principals and teachers and between the scores of secondary principals and teachers on Ideal Consideration (expectations) dimension of the LBDQ. This was an inverse relationship, i.e., the older the superintendent, the less the amount of principal-teacher agreement on how much stress the principal should give to Ideal Consideration behavior.

Summary: Relationship of Findings to Selected Hypotheses

More relationships between dependent and independent variables were investigated than were suggested by the hypotheses of the study. However, only the significant relationships between dependent and independent variables suggested by the hypotheses will be summarized here. This summary is reported in brief form in Table 109. A more complete summary of all study findings will be presented in Chapter X.

TABLE 109

CONCLUSIONS REGARDING SIGNIFICANT RELATIONSHIPS BETWEEN DEPENDENT AND INDEPENDENT VARIABLES IN TERMS OF APPROPRIATE HYPOTHESES

Hypothesis	Conclusion
1.1 Expectations of principals will differ in terms of:	
a. task areas	Accepted
b. dimensions of admin. behavior	Accepted
c. need-dispositions	Accepted only for elementary principals re: "expressed" Inclusion
d. general social values	Rejected for elementary principals Accepted for secondary principals
e. consistency of decision preferences	Rejected
f. type of school (elem.-sec.)	Rejected
g. size	Accepted only for secondary principals re: Ideal Consideration
h. age	Rejected
2.1 Expectations principal attributes to superintendent and teachers related to:	
c. need-dispositions	Rejected
d. general social values	Accepted only for secondary principals
f. size	Rejected
g. age	Rejected
3.1 Teachers' expectations of their principal will be related to:	
a. task areas	Rejected
b. dimensions of admin. behavior	Accepted
c. type (elem.-sec.)	Accepted
d. teachers' need-dispositions	Accepted especially re: "expressed" Affection and "wanted" Control
e. teachers' general social values	Rejected

TABLE 109 (Con't)

Hypothesis	Conclusion
3.2 Superintendent's expectations of principal will be related to:	
a. task area	Accepted
b. dimensions of admin. behavior	Rejected
d. superintendent's need-dispositions	Rejected
e. superintendent's general social values	Accepted only for supt's. expectations of secondary principals
4.1 Perceptions of the principal's behavior will be related to:	
a. position of respondent	Accepted for principals, superintendents, and teachers
b. need-dispositions of respondent	Rejected for superintendents Accepted for principals and teachers
c. general social values of respondent	Rejected for elementary principals Accepted for secondary principals Accepted for supt's. perception of elementary principals Rejected for supt's. perception of secondary principals Rejected for teachers
5.2 Perceptions that principals attribute to others will be related to:	
b. principal's need-dispositions	Rejected
6.1 Fulfillment of role expectations will be related to:	
b. need-dispositions	Rejected
c. morale	Rejected

TABLE 109 (con't)

Hypothesis	Conclusion
6.2 Relationship between the expectations and perceptions of principals will be related to principals'	
a. expectations they attribute to superintendents	Rejected
b. expectations they attribute to teachers	Rejected

CHAPTER X

SUMMARY AND CONCLUSIONS

> "I should see the garden far better," said Alice, "if I could get to the top of that hill: and here is a path that leads straight to it -- at least....no, it doesn't do that -- but I suppose it will at last. But how curiously it twists! It is more like a corkscrew than a path!"
>
> - Lewis Carroll

This report presents the results of a pilot study of the problem of factors that influence the administrative behavior of school principals. The major issue was conceptualized as one of understanding the interaction of the school principal with others in terms of the expectations and perceptions held by principals, teachers, and superintendents concerning the role of the school principal. It seemed necessary that such exploratory and developmental inquiry into some of the assumptions and problems inherent in typical role theory approaches to the study of administrative behavior be undertaken so that meaningful decisions can be made concerning the selection and training of school principals. The study was also seen as a first step in a series of inquiries concerned with the relationship between role expectations and perceptions and on-the-job administrative behavior.

More specifically, the study was concerned with attempting to map some of the dimensions of the cognitive-social world in which school principals work, especially in terms of cognitions about the principal's administrative role that are held by others with whom the principal interacts. These cognitions, it was assumed, have some influence upon the principal's relationships with others.

A theoretical framework guided the investigation. The research design resulted mainly from a combination of selected features of current theories that have been the basis for other studies of administration. The major theories used were the Nomothetic-Idiographic theory developed by Getzels and Guba, Ralph M. Stogdill's theory, and the theory developed by Bruce J. Biddle. In addition, instruments were used that have grown out of the work of William C. Schutz, Charles E. Osgood, the Ohio Leadership Studies, and the Midwest Administration Center. The findings of the study, therefore, not only provided additional knowledge about the school principalship, but also gave some indications of the relationships between these various theories and dimensions. The investigation of the complimentarity of these theories and dimensions was an intentionally "built in" feature of the research design.

The study was conducted in 21 different school systems in Oklahoma. Subjects included 23 "superintendents", 23 elementary and 23 secondary principals, and all of the teachers in each school headed by a participating principal (1044 teachers). School systems were chosen on the basis of size, type of community, and area economy. Two visits, separated by approximately two months, were made to each participating group. On each visit a battery of instruments was administered to the superintendent, principal, and teachers. The instruments covered the dimensions derived from the research design, namely, role expectations, role perceptions, attributed role expectations and perceptions, ausvalued role expectations, interpersonal need-dispositions, general social values, morale, consistency of decision preferences, importance of principal's tasks, and principal's perception of general work situation. All instruments were administered on the first visit and required about two hours of each subject. On the second visit only selected instruments measuring dependent variables were administered to subjects.

Hypotheses were tested primarily by the correlational method, a procedure that was somewhat limited in terms of the large number of relationships that were investigated. However, the interactions of significant differences discovered through correlational methods were explored through analysis of variance. Major statistics used included chi square, Spearman rank order correlation, Kuder-Richardson Formula 21, median test, t-test, Mann-Whitney z_U, and Bartlett's test for homogeneity of variance. Data were analyzed through IBM 650 computer programs and electric calculators.

The hypotheses tested concerned the responses of subjects about what a specific principal should do (role expectations), what he does in carrying out his administrative role (role perceptions), and the relationship between these responses (fulfillment of role expectations); plus the relationship between each subject's responses and his interpersonal needs, general social values, morale, consistency of decision preferences, and the importance he gives to selected administrative tasks. Additional hypotheses concerned the nature of and the relationship between the principal's perception of others' expectations (attributed expectations), his perception of others' analysis of his behavior (attributed perceptions), and what expectations he thinks others should hold for his role (ausvalued expectations).

Because of the large amount of data presented in this report, it is difficult to summarize results accurately without including so many specific qualifications -- which study findings indicate are necessary for accurate interpretation of the principal's role -- that a summary would lose its ability to present the "big picture" of study findings. For this reason, the over-all findings will be summarized in very general terms. A more accurate statement may be found by reference to the report of findings and summarizations of findings presented in the preceding chapters, or by reference to the data themselves.

The major approach will be to summarize findings in narrative form in terms of major questions or hypotheses. This summary will include a reference to hypotheses which were supported by data and other alternative hypotheses which were suggested. Following this presentation will be a brief discussion of major conclusions. Finally, some major implications will be suggested.

Chapter XI will consist of an abstract of the study which may be of interest to the general reader.

Findings Related to Hypotheses

It should be kept in mind when reading the following summary that the subjects included in the study were selected in terms of characteristics similar to those of schools in other states. However, the reader is cautioned about inferences he may wish to make regarding his own school, all schools, or all principals, superintendents, or teachers. The significant findings and interactions among variables reported below are in terms of subjects as groups; there were variations from these general findings in individual school principalships (superintendent-principal-teacher social setting). The findings of this study underline the importance of obtaining specific information in a specific setting in order to arrive at an accurate description of a given school principalship.

Role Expectations

Nature of Role Expectations (Hypotheses 1.1, 3.1, 3.2, 3.3, and 3.4) -- Findings indicated that as a group the elementary and secondary principals held similar expectations regarding their own role, but differed from one another as individuals in terms of their expectations for task area and for Nomothetic, Idiographic, Initiating Structure, and Consideration behavior. However, as individuals, secondary principals were more inclined to be more Idiographic oriented than were elementary principals. This finding is somewhat disparate from the "folklore" regarding elementary and secondary principal differences. Superintendents as a group held similar role expectations of both the elementary and secondary principals in their school district in terms of task areas and Nomothetic and Idiographic behavior, but their expectations of their elementary and secondary principals differed in terms of Initiating Structure and Consideration behavior.

Elementary teachers and secondary teachers as a group differed from one another regarding the expectations they held for their respective principals in terms of Nomothetic, Idiographic, Initiating Structure, and Consideration behavior. More teachers' role expectations were related to the Community Relations task area than were teachers' role perceptions. However, within the same school the elementary teachers and the elementary principal and the secondary teachers and the secondary principal held similar expectations regarding the principal's role.

Consistency of Role Expectations (Hypotheses 1.2, 2.5, and 3.5) -- There was no significant difference in the expectations principals, superintendents, and teachers held for the school principal between the two administrations of test instruments in terms of Nomothetic, Idiographic, and Initiating Structure behavior. Only the expectations of teachers on Consideration behavior were inconsistent. In addition, the expectations that principals attributed to their superintendent and teachers did not change over this period of time.

Relationship of Role Expectations to Other Variables (Hypotheses 1.1, 3.1, and 3.2) -- There was no relationship between the general social values of elementary principals and their role expectations, but there was a relationship between the general social values and the role expectations of secondary principals. Elementary and secondary principals were different in terms of the values-expectations relationship. The interpersonal need-dispositions of secondary principals were not related to their expectations regarding their own role, but "expressed" Inclusion of elementary principals was related to their role expectations. The size of the secondary school was related to the principal's role expectations concerning Consideration behavior. Neither the age of the principal, consistency of the principal's decision preferences, nor type of school (elementary vs. secondary) was related to principals' role expectations.

The superintendent's general social values were related only to his role expectations of secondary principals; not to his expectations of elementary principals. There was no relationship between a superintendent's interpersonal need-dispositions and his role expectations of either elementary or secondary principals.

There was no relationship between the general social values of teachers and their expectations regarding their principal's role. Teachers' "expressed" Affection and "wanted" Control need-dispositions were related to their expectations of their school principal's role.

There was no significant relationship between (a) the similarity of principal-superintendent responses as to the importance the principal should give to certain administrative tasks and (b) similarity of principal-superintendent role expectations for the principal. In other words, agreement on the substantive aspects of job definition was not related to role expectation agreement.

Role Perceptions

Nature of Role Perceptions (Hypothesis 4.1) -- Elementary principals and secondary principals tended to perceive their own behavior in a similar fashion. There was also a similarity in the way an elementary principal and his teachers, and a secondary principal and his teachers perceived the specific principal's actual behavior. Superintendents appeared to perceive the elementary principal and the secondary principal in their school system as behaving in the same manner in terms of Nomothetic and Idiographic behavior. However, in terms of Initiating Structure and Consideration behavior, superintendents saw a difference between the behavior of their elementary and secondary school principals. Teachers' role perceptions were related more to the Curriculum and Instruction and the Maintaining Funds and Facilities task areas than were teachers' role expectations.

Consistency of Role Perceptions -- Although there was no hypothesis related to the consistency of role perceptions, findings on the Semantic Differential instrument indicated no significant differences between the responses of superintendents, principals, and teachers between the two administrations of this instrument in terms of the Evaluative, Activity, and Potency dimensions.

Relationship of Role Perceptions to Other Variables (Hypotheses 4.1b and 4.1c) -- There was a relationship between the interpersonal need-dispositions of principals as well as teachers and their perceptions of the principal's behavior. However, there was no relationship between the superintendent's interpersonal need-dispositions and his perceptions of a principal's behavior.

There was a relationship between a secondary principal's general social values and his perceptions of his own behavior, but there was no such relationship in the case of elementary principals. A superintendent's perception of the behavior of his elementary principal was related to the superintendent's general social values, but his general social values were not related to his perception of the behavior of his secondary school principal. Teachers' general social values were not related to their perceptions of their principal's behavior.

Teachers' role perceptions regarding a principal's Nomothetic and Idiographic behavior interacted significantly with teachers' Initiating Structure and Consideration role expectations and their "wanted" interpersonal need-dispositions in terms of Inclusion, Control, and Affection.

Principal's Attributed Expectations

Nature of Attributed Expectations (Hypothesis 5.1) -- The role expectations elementary principals attributed to their teachers and the role expectations secondary principals attributed to their teachers were significantly the same. However, elementary principals and secondary principals attributed different expectations to their superintendent. While secondary principals attributed the same role expectations to both their superintendent and their teachers, elementary principals attributed expectations to their superintendent that were significantly different from those they attributed to their teachers. Thus, secondary principals felt that the same behavior would probably please both their superintendent and teachers, while elementary principals saw that they would have to act differently with their superintendent and teachers if they were to meet the expectations they thought these others held for them. We shall see later that the secondary principal was not accurate in the expectations he attributed to his superintendent.

Relationship of Attributed Expectations to Other Variables (Hypothesis 5.1b) -- There was no relationship between the role expectations that principals attributed to others and their interpersonal need-dispositions.

Principal's Attributed Perceptions

Nature of Attributed Perceptions (Hypothesis 5.2) -- The perceptions that elementary principals had of the way their teachers perceived their (the principal's) behavior were significantly different from the perceptions that secondary principals had of their teachers' perceptions of their behavior. The same difference existed between elementary and secondary principals regarding their perception of the way their superintendent viewed their behavior. In addition, secondary principals thought that their superintendent and their teachers perceived their (the principal's) behavior in significantly different ways. On the other hand, elementary principals thought that both their superintendent and teachers perceived their behavior in the same way.

Relationship of Attributed Perceptions to Other Variables (Hypothesis 5.2b) -- There was no significant relationship between the role perceptions that school principals attributed to others and the principal's interpersonal need-dispositions.

Principal's Ausvalued Role Expectations

Nature of Ausvalued Expectations (Hypotheses 2.1a and b, and 2.2) -- Elementary and secondary principals held similar ausvalued expectations (in terms of task areas and behavior dimensions) of their superintendent (what the superintendent should expect of them). They also held similar ausvalued role expectations in regard to their teachers. In addition, both elementary and secondary principals thought that their superintendent and teachers should expect the same behavior of them regarding their administrative role as principal.

Relationship of Ausvalued Expectations to Other Variables (Hypotheses 2.1c, d, f, and g) -- There was no relationship between a principal's interpersonal need-dispositions and the expectations he thought others should hold for his role. The general social values of secondary principals, but not of elementary principals, were related to their ausvalued expectations. Neither size of school nor age of the principal was related to the principal's ausvalued role expectations.

Principal's Perception of General Work Situation

Interview data (Hypothesis 1.1 i) revealed that school principals tended to define their work situation in three major contexts: community and school, school, and own role situational orientations. Secondary principals tended to view their work situation in a community and school context more than did elementary principals. Two-thirds of the elementary principals appeared to limit their orientation to the schools they administer. Both elementary and secondary principals tended to refer more to the social relational aspect of their job than to the program aspects; this was especially so for secondary school principals. Both elementary and secondary principals tended to perceive teachers in terms of their occupational affiliation with the school and the principal, while they perceived parents and students rather equally as part of the community and part of the school.

Secondary principals were significantly more positive in tone concerning teachers as compared with parents; elementary principals were more positive concerning the teachers compared with students. The perception of community pressures on the principal was not significantly related to type of school (elementary or secondary), nor to the degree of urbanization in the community. Size of school made no difference in the perception of pressure by the secondary principals, but more of the principals of larger elementary schools perceived pressures.

Fulfillment of Role Expectations

The extent to which the role expectations and the role perceptions of subjects were similar (Hypothesis 6.1a) was investigated. Findings indicate that both elementary and secondary principals tended to think they behaved in the manner they thought they should behave.

Superintendents thought that both their elementary and secondary principals behaved in the manner that the superintendents thought they should. (Fulfillment of superintendent's role expectations).

There was no significant relationship between the similarity between a principal's expectations and perceptions of his own role and the expectations they attributed to either their superintendent or to their teachers (Hypotheses 6.2a and b). There was no relationship between the general social values held by principals, superintendents, or teachers and the extent to which there was similarity between their respective role expectations and perceptions regarding a given principal. (Hypothesis 6.1b).

The morale of a principal or a group of teachers was not related to fulfillment of role expectations (Hypothesis 6.1c). However, the morale of elementary teachers and the morale of secondary teachers were related directly to the size of the school (i.e., the larger the school, the higher the level of teacher morale in either elementary or secondary schools). Teacher morale was also directly related to principal-teacher similarity of interpersonal need-dispositions regarding Inclusion (total Inclusion Compatibility on FIRO-B). In addition, the level of the morale of secondary teachers and elementary teachers was related directly to principal-teacher similarity regarding the emphasis the principal should give to Initiating Structure behavior.

Cognitive Consistency of Principals

Although no significant relationship was found between a principal's expectations regarding his own role and the consistency of his decision preferences (DOC instrument), there was a significant relationship between a principal's expectations regarding his own role and the expectations he thought others should hold for his role (Hypothesis 2.3). Both elementary and secondary principals defined their own desirable role in the same way they defined the role expectations they thought both their superintendent and teachers should hold for them.

Accuracy of Attributed Expectations

Elementary principals thought their superintendents held expectations for their role that their superintendents actually did hold for their role. (Hypothesis 5.1 d). Both elementary principals and secondary principals were accurate in the role expectations they attributed to their teachers. However, secondary principals were not accurate in the Nomothetic behavior role expectations they attributed to their superintendent.

Accuracy of Attributed Perceptions

In general, both elementary and secondary principals were more accurate in perceiving how others perceived their Idiographic behavior than how others perceived their Nomothetic behavior (Hypothesis 5.2 c). Secondary principals were accurate in the perceptions they attributed to their superintendents, but elementary principals were not accurate in the perceptions they attributed to their superintendents (the same superintendents as for the secondary principals).

Legitimacy of Others' Role Expectations

The expectations that an elementary principal attributed to his superintendent were related to the expectations the principal thought his superintendent should hold for his role (Hypothesis 5.1 e). Elementary principals also thought that the expectations they perceived their teachers holding for their role were legitimate. Secondary principals, on the other hand, thought that their teachers held legitimate expectations but did not think that their superintendent held legitimate expectations for their role.

Legitimacy Fulfillment

A check was made to see if others actually held the role expectations for principals that the principals thought they should (Hypothesis 2.4). Both the superintendent and the teachers held role expectations for the secondary principal that he thought they should. This was true even though the secondary principal thought his superintendent held expectations that he (the principal) did not think were legitimate. On the other hand, elementary teachers held expectations for the elementary principal's role that the principal thought they should, but superintendents did not actually hold the role expectations for the elementary principal that the elementary principal thought they should. This was so, even though the elementary principal thought the superintendent held expectations that he (the elementary principal) thought were legitimate. Thus, the secondary principal's belief that his superintendent held nonlegitimate expectations was unfounded, and the elementary principal's belief that his superintendent did hold legitimate expectations was also unfounded.

Principal's Perception of His Adaptation to Others' Expectations

Elementary principals perceived themselves behaving in ways that were similar to the expectations they thought their superintendent and teachers held for their role (Hypothesis 5.1 c). Secondary principals perceived themselves behaving in a way that was similar to the expectations they thought their teachers held for their role, but not in a way that was similar to the expectations they thought their superintendent held for their role. In other words, elementary principals saw themselves as adapting their behavior to the expectations of both their superior and subordinates, but secondary principals saw themselves adapting to the expectations of their subordinates but not of their superior. To phrase it differently, elementary principals saw themselves as being both "superior-oriented" and "subordinate-oriented" in their behavior, but secondary principals saw themselves as being only "subordinate-oriented" in their behavior. The secondary principals' perceptions that their behavior was not adapted to their superintendents' expectations was unfounded; superintendents perceived secondary principals behaving in a manner significantly similar to the role expectations they held for their secondary principals.

Sanctions

Both elementary and secondary principals perceived themselves behaving in ways that were similar to the expectations that their superintendents actually held for them (Hypothesis 4.2). Secondary principals also perceived themselves behaving in a manner similar to the expectations their teachers actually held for them. However, the expectations that elementary teachers held for their principal were not similar to their principal's perception of his own behavior. Superintendents' expectations thus appeared to operate as sanctions on the behavior of both elementary and secondary principals, and the expectations of secondary teachers seemed to operate as sanctions on the behavior of secondary principals. However, the way the elementary principals perceived their own administrative behavior was not sanctioned by their teachers.

Conclusions

A large variety of conclusions can be derived from the data obtained in the study depending upon the interests, purposes, and general orientation of the reader. The conclusions listed below are those that were of most interest to the research staff and which appeared to be most closely related to the purposes and hypotheses of the study. They are grouped according to the major substantive elements of the stated conclusion: Role expectations and perceptions of the school principal, role theory, and research design and methodology.

Role Expectations and Perceptions of School Principals

The following conclusions are substantive in nature and derive directly from the major findings of the study. They are listed with very little subsequent discussion. Many of them were selected because of their relationship to assumptions often held about school principals as these assumptions appear in some of the literature on school administration.

1. The relationship between the role expectations and perceptions of the school principal in the superintendent-principal-teacher cognitive-social context, in general or in terms of specific situations, cannot be accurately described solely on the basis of summarizing data obtained from superintendents, principals, and teachers as separate groups. The analysis of data obtained in a specific superintendent-principal-teacher situation is more productive in understanding the school principalship. Group similarities differ from individual similarities, and these in turn differ from the similarities between the role expectations and perceptions of a given superintendent, a given principal in the superintendent's school system, and of the teachers in the given principal's school.

2. The elementary principalship and the secondary principalship -- in terms of the superintendent-principal-teachers cognitive-social context -- are not alike, either in terms of elementary and secondary principals as groups or as individiuals.

3. Agreement between two persons in their definition of the substantive aspects of the job of one of these persons does not necessarily result in nor is it related to their agreement as to what behavior is desirable in carrying out that job. Role expectations agreement and job definition agreement appear to be somewhat independent phenomena.

4. Secondary principals appear to be more concerned than are elementary principals with understanding group behavior in terms of individual personality and need-dispositions (Idiographic behavior).

5. Elementary and secondary school principals appear to perceive certain aspects of their total work situation -- including parents, citizens, and students -- from different general orientations.

6. Compatibility between a superior and a subordinate regarding their interpersonal need-dispositions is not necessarily related to the degree to which they hold similar role expectations regarding one another.

7. The larger the size of the school, in terms of number of teachers, the more likely it is that the level of teacher morale will be high.

8. The morale of teachers is not necessarily related to the amount of agreement between their expectations and perceptions of their principal's role (Fulfillment of teachers' role expectations from the teachers' point of view).

9. The general social values of an individual are not necessarily related to his role expectations or role perceptions regarding himself or another person. The position held by the individual seems to be a factor in the degree of relationship between general social values and role expectations and perceptions.

10. Agreement between a person's role expectations and perceptions (the degree to which his role expectations are fulfilled by himself or by another person) is not necessarily related to the individual's general social values.

11. The fact that two persons are equally "open-minded" in terms of their general social values does not assure that these persons will hold similar role expectations about the occupant of a given school administrative position.

12. The authority structure desired by both superior and subordinate (principal and teachers) in a school consists of a rather unstructured and dependent relationship where both superior and subordinates want to be controlled. This condition of apathetic originator incompatibility between principal and teachers regarding control is especially apparent in elementary schools.

Role Theory

The complimentarity of the theories employed in the study was of particular interest to the research staff. There was special concern for the relationship between the Getzels-Guba theory and that of William Schutz and of Bruce Biddle. Below are listed a few of the conclusions deriving from the findings of the study that are related to this concern for the complimentarity of theories.

1. The second-order cognitions of an individual (his attributed role expectations, attributed role perceptions, and ausvalued role expectations), the relationship between second-order cognitions, and their relationship between his own and others' first-order role expectations and perceptions are more helpful in describing the cognitive-social world of that individual than first-order role expectations and perceptions alone. Biddle's theory appears to be quite appropriate and helpful in exploring the Getzels-Guba theory.

2. The accuracy of the role expectations and perceptions that an individual administrator attributes to others appears to be an especially significant dimension of the cognitive-social world of a school administrator.

3. The use of both first-order and second-order role expectations and perceptions permits the operational definition and study of such social and organizational phenomena as legitimacy, perceived adaptation, and sanction.

4. The relationship between need-dispositions and role expectations, suggested by the Getzels-Guba theory of the organization as a social system, appears to be more specific than general in nature. There is a need to specify this relationship in terms of the specific characteristics of each dimension and in terms of the specific

position incumbent. Schutz' FIRO theory appears useful in studying the need - dispositions dimension of the Getzels-Guba theory.

5. The Nomothetic and Idiographic dimensions of the Getzels-Guba theory and the Initiating Structure and Consideration dimensions growing out of the Ohio Leadership Studies appear to describe dimensions of role expectations and perceptions that are somewhat independent of one another. There is some complimentarity between these two sets of dimensions in terms of group characteristics, but the relationship is not quite what might be expectated in terms of an individual's role expectatons and perceptions (e.g., Nomothetic and Initiating Structure dimensions do not appear to interact as much as one might believe).

6. The nature of the specific relationship between role expectations and need-dispositions varies with the dimensions used to measure role expectations.

7. There is some evidence to suggest that the relationship between an individual's general social values and his role expectations and perceptions, and the relationship between an individual's general social values and his need-dispositions, must be stated in specific rather than general terms.

8. The definition of morale in terms of interactions between role expectatons, need-dispositions, and organizational goals appears to result in findings that are quite independent of findings regarding the relationship between role expectations and need-dispositions.

Research Design and Methodology

The substantive and theory conclusions suggested in the two preceding sections are closely related to the conclusions regarding the research design and methodology of the present study. Only three additional conclusions, specifically related to research design and methodology, are listed below.

1. The research design employed in the study was sufficient to produce the mass and variety of data necessary for the pilot stage of a contemplated series of investigations.

2. The multiple variables included in the research design, and the investigation of the selected relationships between these variables, appeared to be sufficient for obtaining a picture of the cognitive-social world of

school principals that would generate more specific hypotheses for future investigation.

3. The findings of the study were seriously limited by the inability of the research staff to identify statistical techniques appropriate for discovering definitive relationships between the responses of a single individual and the responses of multiple others. This lack necessitated the computation of multiple analyses using a variety of statistics based on multiple groupings and classifications of data. The result was a mass of specifics which led to a weakness in identifying major basic patterns of interactions.

Implications

The implications of findings grow out of the previously stated conclusions. The discussion will be limited to three kinds of implications: for practice, for the preparation and in-service education of school principals, and for future research.

Implications for Practice

1. School principals need to be aware of the "middle management" dimension of their administrative role. Their relationships with their superintendent may or may not be similar to their relationships with their teachers. What is appropriate behavior for a principal as a subordinate of his superintendent may not always be appropriate behavior for a principal as the superior of his teachers.

2. School principals should be aware that what they think others expect of them may not be what others really expect. The degree to which a principal has an accurate perception of what others expect of him probably influences his behavior and likely affects his subsequent relationships with others. The establishment of sufficient and adequate communication with both superiors and subordinates is necessary in order to prevent unnecessary errors and disparities in concepts about the principal's role behavior.

3. There is a need to clarify the patterns of decision making in a school system in terms of appropriate allocations of authority and control. Confusion seems to exist concerning the necessary reciprocal administrative control relationships between superior and subordinates. This may be due to misconceptions or different interpretations about what "democratic administration" means.

The presence of passive leadership on the part of the school principal, especially in elementary schools, needs to be given careful consideration during a period of time when the importance and complexity of the school's program is on the increase. If school principals do not exert appropriately active leadership in their schools, the superintendent must assume it; a very doubtful solution in light of the over-complexity of the superintendent's task even under the most favorable circumstances.

4. A majority of administrative decisions require the exercise of value judgments, yet there is some question if these judgments are often made by school principals on some set of clarified and appropriately consistent general social values. Decisions based on expediency, personal benefit, and constantly shifting operational considerations do not necessarily produce the most healthy psychological work environment.

5. School principals need to become more aware of the error in applying general descriptions found in the literature on school administration and general findings of research to themselves or to their school. The cognitive factors that affect their own administration must be obtained from the persons with whom they interact. This implies that school principals might profit from a study of their own school in some of the terms included in this report. The school principals who participated in the study could benefit from the specific information obtained from them and from their superintendent and teachers. The study of school administration is a responsibility of practicing administrators.

6. Superintendents need to be even more conscious that their own concepts of their relationships with their principals may be different from the way their school principals view this superintendent-principal relationship. The initiation and maintenance of multiple relationships and communication, that narrow psychological as well as task-oriented gaps between superintendent and principal, are the mutual responsibility of the superintendent and the principal, not just the responsibility of the principal alone.

7. Teachers need to realize that they have a professional responsibility to be concerned with the effects of principal-teacher relationships upon the school program. Overdependency upon a principal who does not wish to exert much control over others can result in a static and uncoordinated or non-purposeful program that can shift according to where the greatest pressure is exerted rather than in terms of consciously and commonly defined objectives and purposes.

8. Teachers also need to be aware that their own views and feelings about a principal are quite specific and personal and may not correspond with the viewpoint and feelings of other teachers with whom they work. In addition, teachers should realize that their own concept of their principal's role has complementary implications for the nature of their own role as a teacher. If they think the principal should direct more of his attention to meeting the personal needs of individual teachers, then teachers need to assume some responsibility for meeting the program objectives of the school, or vice versa.

9. Decisions regarding the hiring and assignment of a person as a school principal should include consideration of the extent to which his ideas of his own role and the role of others tend to correspond with the role expectations of others with whom he will interact in a specific situation. This implies the need to discover what are these role expectations of the superintendent, teachers, and the applicant before such a decision can be made.

Implications for the Preparation and In-Service Education of School Principals

At the present time there is considerable interest in defining common and unique learnings related to the preparation and in-service education of various school administrators: superintendents, central office personnel, elementary and secondary principals, and supervisors. To date, most of the recommendations growing out of conferences on this subject sponsored by the University Council for Educational Administration have suggested that two-thirds of the learning experiences should be common and the other one-third should be more directly applied to the specific position concerned. These recommendations have been based primarily upon the analysis of the substantive aspects of the various administrative positions. The present study suggests that the following elements should also be considered in developing preparation and in-service education programs for school administrators:

1. More attention should be given to the behavioral aspects

that are related to carrying out general or specific tasks. Agreement on the substantive aspects of a particular position or task does not necessarily give much insight into the behaviors and interpersonal considerations that might influence how effective a particular task is accomplished.

2. Provision should be made to give graduate students an opportunity to actually carry out a given task acting in the capacity of a school administrator occupying various positions and dealing with the same task in a variety of defined situations. Incorporating the dynamics of the social situation, the position, and the substantive aspects of the task into administrative behavior would appear to be important. The "in-basket" problems developed from the Development of Criteria of Success project appear to be one way such learnings might be incorporated into preparation and in-service programs. A variety of experiences in a variety of positions in an actual school system would also appear to be more appropriate than an "internship" in a single situation.

3. There is a need for people preparing for different school administrative positions and for persons preparing to become teachers to interact with one another in the course of their training. Since behavior is interdependent and the expectations and perceptions of others influence behavior and operational outcomes, communication on-the-job or during preparation programs between appropriate persons should be enhanced and enriched.

4. The faculty of the preparation institution needs to be aware of how they define the desirable behavioral aspects of the positions for which they are preparing students. These faculty expectations may not correspond with the way students define various administrative roles, or they may not correspond with the way the superintendents, principals, and teachers in the school systems in the region served by the institution tend to define these administrative roles. This does not suggest that preparation programs should aim only at promoting those behaviors that are approved by students or by school personnel, but it does mean that this information would indicate to the faculty responsible for the preparation of school administrators the extent to which their students will likely encounter difficulties in the positions they take after completion of the preparation program.

5. There is a need for the in-service training of school administrators -- conferences, workshops, short courses, and the like -- to give additional attention to the dynamics of the interpersonal dimensions operating in school systems, especially for administrators occupying "middle management" positions.

6. The tendency in some states to separate the state administrators' and state teachers' associations may lead to an increase in the lack of on-the-job communication between administrator and teacher. Regardless of the political reasons for suggesting the separation of state associations, the on-the-job effect of such an action should be given careful consideration. There appears to be a need for more appropriate and meaningful administrator-teacher communication rather than a need for a decrease.

Implications for Future Research

One purpose of any pilot study is to identify areas for future research. A large variety of more refined and intensive investigations are suggested by the findings and conclusions of the present study. Examples of future research that would answer some of the questions raised by the present study include the following:

1. The relationship between the expectations and perceptions a school principal has of his own role and his behavior. His behavior might be investigated in terms of his decision making behavior concerning selected problems in a laboratory situation, followed by his decision making behavior on-the-job concerning similar problems. Such an investigation would permit discovering relationships between role expectations and perceptions and decisions regarding programmed problems, between role expectations and perceptions and on-the-job decision making, and between decisions regarding programmed problems and on-the-job decisions. Such an investigation might indicate if the nature of a school administrator's role expectations and perceptions have any relationship to his administrative behavior. Such a study would give additional insight into the usefulness of role theory in studying the behavior of school administrators.

2. An investigation of the behavior of a school principal after he has been informed of the nature of the expectations and perceptions his superintendent and teachers have of his role. The literature implies that if an administrator

knew what other people think about him -- what they expect of him and how they perceive his actual behavior -- he would be able to carry out his administrative responsibilities in a more effective manner. Such a conclusion is based on an assumption that the administrator operates rationally, is rather a secure person, and does not react emotionally to situations that indicate conflict. The study of school principals in situations that indicate varying degrees and kinds of cognitive disparities -- providing them with the information as to these disparities -- might give some insight into the reactions of school principals to such conflict.

3. Follow-up studies and replications of the present study in the same and other schools using refined instruments.

4. A series of studies investigating the relationship of general social values and administrative behavior. The difference between elementary and secondary principals in this regard suggests a more intensive investigation of this problem. In addition, the relationship between general social values, importance attached to various aspects of the school program, importance attached to various administrative tasks, and administrative behavior needs to be studied. The general question of concern might be phrased as follows: Upon what value frameworks does a school administrator base his administrative behavior?

5. More inclusive and intensive studies of morale. The findings resulting from the use of Guba's definition of morale differed somewhat from the findings using other definitions of morale. We still do not have very definitive research on morale as it applies to the school situation. For example, does the meaning of morale differ between persons occupying different positions within the same school system? Between comparable positions in different school systems?

6. There is a need to replicate the present study in other types of organizations. The research design could be identical, but the instruments would have to be altered in terms of the substantive elements in items. Such a study would indicate if the findings obtained in the present study are peculiar to school organizations or if they are common in various kinds of organizations.

APPENDIX A

Participating Schools and Correspondence

PARTICIPANTS IN THE STUDY

System	School	No. Teachers	
Bartlesville (Supt. G. M. Roberts)	College High (secondary) (John C. Haley, Prin.)	49	61
	Highland Park (elementary) (Paul Starks, Prin.)	12	
Blackwell (Supt. Leonard White)	High School (secondary) (Ocie A. Anderson, Prin.)	22	27
	Parkside (elementary) (Raymond Dixon, Prin.)	5	
Broken Arrow (Supt. N. W. Baldwin)	High School (secondary (H. K. Ragsdale, Prin.)	18	33
	Southside (elementary) (R. A. Scott, Prin.)	15	
Crescent (Supt. W. D. Daniel)	High School (secondary) (James G. Dzur, Prin.)	9	17
	Elementary (Opal Hopkins, Prin.)	8	
Edmond (Supt. G. C. Cornelison)	High School (secondary) (Clyde Ferguson, Prin.)	16	31
	Russell Dougherty (elementary) (D. B. Miller, Prin.)	15	
El Reno (Supt. Paul Taylor)	High School (secondary) (Leslie Roblyer, Prin.)	31	42
	Lincoln (elementary) (Homer Stout, Prin.)	11	
Enid (Supt. Dr. Carl Wagner)	High School (secondary) (O. T. Autry, Prin.)	53	65
	Hoover (elementary) (Mrs. Alice Hutchinson, Prin.)	12	
Guthrie (Supt. C. E. Crooks)	High School (secondary) (C. P. Wright, Prin.)	22	30
	Banner (elementary (Zelmer Logsdon, Prin.)	8	
Jones (Supt. Glen Abel)	High School (secondary) (Joe Looper, Prin.)	11	17
	Elementary (Bill Rowlett, Prin.)	6	

BLANK PAGE

System	School	No. Teachers	
McLoud (Supt. J. E. Walker)	High School (secondary) (Ben Wheeler, Prin.)	11	20
	Elementary (Leon Ross, Prin.)	9	
Midwest City (Supt. Oscar V. Rose)	High School (secondary) (J. E. Sutton, Jr., Prin.)	63	85
	Ridgecrest (elementary) (George Lowe, Prin.)	22	
Norman (Supt. J. Don Garrison)	High School (secondary) (R. Roy Daniel, Prin.)	48	61
	McKinley (elementary) (J. H. Tucker, Prin.)	13	
Oklahoma City-Supt. Parker) (Sec. Educ. J. B. Greene)	Grant (secondary) (Clarence Huffman, Prin.)	38	153
(Elem. Educ. Gladys McDonald)	Eugene Field (elementary) (Vernice Sallman, Prin.)	10	
(Sec. Edu. J. B. Greene)	Northwest Classen (secondary) (J. Frank Malone, Prin.)	96	
(Elem. Educ. Gladys McDonald)	Green Pastures (elementary) (C. N. Arnsby, Prin.)	9	
Pawhuska (Supt. Oren Terrill)	High School (secondary) (Lewis Bean, Prin.)	22	42
	Elementary (Virgil Ahrend) Princ.	20	
Ponca City (Supt. J. Win Payne)	High School (secondary) (Homer Anderson, Prin.)	54	65
	Woodlands (elementary) (Eldred Barnes, Prin.)	11	
Sapulpa (Supt. Noel Vaughn)	High School (secondary) (B. Bomgardner, Prin.)	30	43
	Washington (elementary) (C. W. Dickerson, Prin.)	13	
Shawnee (Supt. A. Willard Brokaw)	High School (secondary) (W. Alva Wells, Prin.)	38	43
	Franklin (elementary) (Miss Bonnie Crabb, Prin.)	5	

DATES OF FIRST ROUND VISITS DURING JANUARY AND FEBRUARY OF 1962

JANUARY

8 - Enid
10 - Midwest City
12 - Stillwater
22 - Stroud
24 - Sapulpa
Tulsa Ross & Alcott
26 - Shawnee
29 - Jones
30 - Bartlesville
31 - El Reno

FEBRUARY

6 - Blackwell
7 - Guthrie
8 - Wetumka
9 - Crescent
12 - Pawhuska
14 - Broken Arrow
14 - Tulsa McLain & N. Hale High Schools
21 - Oklahoma City
23 - McLoud
26 - Ponca City
27 - Okla. City Elem. & N.W. Classen High

DATES OF SECOND ROUND VISITS DURING MARCH AND APRIL OF 1962

MARCH

6 - Norman
7 - Okla. City N.W. Classen High
12 - Tulsa Ross & Alcott
Stroud
14 - Edmond
Midwest City
16 - Shawnee
19 - Stillwater
Jones
21 - Sapulpa
Enid
22 - Bartlesville

APRIL

3 - Tulsa McLain & N. Hale High School
4 - Blackwell
10 - Pawhuska
12 - Wetumka
13 - Guthrie
16 - Ponca City
17 - Broken Arrow
20 - McLoud
25 - Okla. City - N.W. Classen & Grant High Schools
Eugene Fields & Green Pastures Elem.
26 - Crescent

MAY

1 - El Reno

System	School	No. Teachers	
Stillwater (Supt. Dr. Wm. D. Carr)	High School (secondary) (Carl Tilley, Prin.)	28	31
	Washington (elementary) (Lee Ward, Prin.)	3	
Stroud (Supt. C. B. Wright)	High School (secondary) (I. M. Gaither, Prin.)	11	23
	Elementary (Raymond Kidd, Prin.)	12	
Tulsa (Supt. Dr. Charles Mason)	Nathan Hale (secondary) (Lieb Richmond, Prin.)	63	135
(Elem. Curr. James Goss)	Ross (elementary) (James Taylor, Prin.)	14	
(Supt. Dr. Charles Mason)	McLain (secondary) (Carl McCafferty, Prin.)	35	
(Elem. Curr. James Goss)	Alcott (elementary) (Arley Garrett, Prin.)	23	
Wetumka (Supt. Jim Ragland)	High School (secondary) (Ernie Stout, Prin.)	10	22
	Central (elementary) (Raymond Fleming, Prin.)	12	

Number of School Systems	21	
Number of "Superintendents"	23	
Number of Elementary Principals	23	46
Number of Secondary Principals	23	
Number of Elementary Teachers	266	1046
Number of Secondary Teachers	780	

December 11, 1961

Mr. Joe Parsons, Superintendent
Okfuskee County
Weleetka, Oklahoma

Dear Superintendent Parsons:

We are sorry that you were unable to attend the meeting last Saturday to discuss the research project on the principalship that we are conducting under the sponsorship of the Cooperative Research Branch, U. S. Office of Education. We are inviting you to attend the second of our meetings this coming Saturday, December 16.

We hope you will be our guests for lunch at 12:30 p.m. in Parlors E and F on the second floor of the Student Union. We will then meet at 1:30 p.m. in the South Tower Room, Student Union Building to discuss the nature and purpose of the project and how you will be involved in the study. Enclosed is a tentative program.

Arrangements will be made to pay for the cost of your transportation.

We had a fine meeting with representatives from twelve school systems in the sample last Saturday. We hope that the weather this Saturday will be more conducive to travel.

Would you please call me collect, at FRontier 2-6211, Extension 249, by Thursday morning, December 14 to let me know how many persons from your school district we can expect for lunch on Saturday.

Sincerely yours,

Robert E. Sweitzer
Director
Administrative Behavior
Research Center

res/rb

Enc.

Letter to Superintendent of Schools

I should like to express our gratitude to you for your cooperation in our study, "Role Expectations and Perceptions of School Principals." We hope that the time you spent completing our questionnaires did not excessively inconvenience you.

You will recall that in our description of the study, we indicated that we would like to administer the instruments to each respondent on two separate occasions, with an approximate 6-8 week interval between each occasion. The second administration would take about one-half the time of the first since we will only re-administer selected instruments. This second administration may take from 30-45 minutes.

I shall be contacting you sometime in March to set a date for our return in April.

Again, our sincere thanks for your cooperation.

Sincerely yours,

Samuel Goldman
Research Associate

December 28, 1961

Dr. Carl Wagner, Superintendent
Garfield County
Enid, Oklahoma

Dear Dr. Wagner:

We want to thank you for your willing cooperation in participating in the study of "Role Expectations and Perceptions of School Principals." Your prompt reply in suggesting dates when we might visit your school system is appreciated.

A master schedule has been set up for the first round of visits to obtain study data. Insofar as possible we have selected dates that school systems indicated would be most convenient for them. We would like to visit your school system on Monday, January 8, 1962. If this date is not convenient, please let us know as soon as possible and we shall make further arrangements.

Because of time limitations and demands, we have decided to include only elementary and high school principals in our study. This means that we shall not require the participation of junior high principals or teachers. We hope this modification of our previous plans is satisfactory and acceptable.

Since you have suggested that all school teachers could be brought together in one place, we would appreciate your informing the teachers in Hoover Elementary School and Enid High School that we shall meet them in the High School Cafeteria on January 8 at 2:30 p.m.

We would like to meet with you, as superintendent, at 1:00 p.m. on January 8, 1962, to obtain your ideas and feelings about the school principalship. This will enable us to meet with you prior to meeting with the teachers. If this time is not convenient, please let us know as soon as possible so we can arrange a time that is more desirable.

We would also like to meet with Mrs. Alice Hutchinson and Mr. O. T. Autry at 1:00 p.m. at some convenient location on January 8. This arrangement would enable us to see both principals and yourself prior to our meeting with the teachers. Please let us know if this arrangement is satisfactory.

Just prior to our visit we shall send you a reminder including the time and place we are to meet with you, your principals, and your teachers. In any case, we shall check in at your office when we arrive in Enid at 11:00 a.m. so any last minute changes may be made.

Enclosed are two copies of a form for indicating the arrangements for our visit to your school system. Would you please fill in the requested information and return one copy to us as soon as possible, the other copy is for your files.

Enclosed is a brief suggested news release concerning your participation in the U. S. Office of Education study. You may find use for this in a local news release, newsletter to teachers and parents, etc.

Again, let us thank you for your willingness to help us obtain information that will help us obtain a little more understanding of the nature of the school principalship.

Sincerely,

Robert E. Sweitzer
Director
Administrative Behavior
Research Center

res/rb

Enc.

ADMINISTRATIVE BEHAVIOR RESEARCH CENTER
Oklahoma State University
Stillwater, Oklahoma

Study of Role Expectations and Perceptions of School Principals

ARRANGEMENTS FOR SECOND ROUNDS OF VISITATIONS

School System: ______________________________

Meeting with Superintendent

Superintendent: ____________________

Date: ______________ 1962

Time: ______________

Place: ______________

Meeting with Principals

A. Principal: ____________________

Date: ______________ 1962

Time: ______________

Place: ____________________________

B. Principal: ____________________

Date: ______________ 1962

Time: ______________

Place: ____________________________

Meeting with Teachers

A. School: ________________________

Date: ______________ 1962

Time: ______________

Place: ______________________________

B. School: ______________________________

Date: ______________________ 1962

Time: ____________________

Place: ____________________

__Return__: Please complete in terms of your __first__ choice.

Letter to High School and Elementary Teachers

We are extremely grateful to you for your participation in our study, "Role Expectations and Perceptions of School Principals." We hope that the time you spent completing our questionnaires did not excessively inconvenience you.

If at any time you are on campus at Oklahoma State University please feel free to call upon us. We will be very happy to see you and to help you in any way we can.

Again, thank you very much.

Sincerely yours,

Samuel Goldman
Research Associate

Letter to High School and Elementary Principals

I should like to express our gratitude to you for your cooperation in our study, "Role Expectations and Perceptions of School Principals." We hope that the time you spent completing our questionnaires did not excessively inconvenience you.

You will recall that in our description of the study, we indicated that we would like to administer the instruments to each respondent on two separate occasions, with an approximate 6-8 week interval between each occasion. The second administration would take about one-half the time of the first since we will only re-administer selected instruments. This second administration may take from 30-45 minutes.

I shall be contacting ________________ and you sometime in February to set a date for our return in March.

Again, our sincere thanks for your cooperation.

Sincerely yours,

Samuel Goldman
Research Associate

P.S. Would you be good enough to circulate (or post in an appropriate place) the enclosed letter of thanks for your teachers?

February 21, 1962

Mr. G. M. Roberts, Superintendent
Bartlesville Public Schools
Bartlesville, Oklahoma

Dear Mr. Roberts:

We are now in the process of scheduling the second visit for our study, "Role Expectations and Perceptions of School Principals." As you know we would like to administer only certain selected instruments to each respondent on this second visit. The total time needed for completion of the instruments on this occasion is about 30-45 minutes.

We are attempting to schedule for March, our second visits to those districts visited by us during January. Enclosed is a calendar for March, on which we ask you to indicate the dates you would prefer for our visit. Please complete this form (and the one titled "Arrangements For Second Round of Visitations" as directed and return to us in the enclosed self-addressed envelope.

As soon as we hear from you we will set up a schedule and finalize arrangements with you. We expect to schedule visits to some ten school districts during March, and would hope that we will be able to do so with the least amount of inconvenience to the district. Your earliest reply will be most helpful in this regard.

We are grateful for your kind cooperation and look forward to visiting in your district in March.

Sincerely yours,

Samuel Goldman
Research Associate

sg/rs

Enc.

cc: Haley
Starks

APPENDIX B

PRINCIPAL ROLE BEHAVIOR – C

Statements

1. Discover changes that need to be made in the curriculum by keeping posted on new developments in teaching methods and in subject matter recommended by curriculum experts.

2. When planning how to improve the curriculum, check to see if the present program is making the best use of the interests and abilities of each teacher.

3. Have teachers make only those changes in the school's instructional program that have been adopted on a system wide basis.

4. Decide if a new instructional method should be introduced, by encouraging teachers to try it out and see if they think it is better than current methods, since each teacher knows best what methods are appropriate to students.

5. Get a change made in the instructional program by pointing out that the change has been officially adopted and that everyone should make the necessary changes in his work.

6. Help bring about curriculum changes by giving some free time to teachers who are trying out new ideas in their classes.

7. Evaluate the effectiveness of the curriculum and of teaching according to how many teachers like what is going on, and then attempt to make changes in line with teachers' suggestions.

8. Evaluate the effectiveness of the curriculum and teaching according to how well they meet established program objectives and make use of available instructional supplies and equipment.

9. Work individually with each teacher to help him identify possible ways for improving his classroom instruction.

10. Discover the professional weaknesses of teachers by visiting classes on a regular schedule to see how well teachers are using recommended methods and procedures.

Continue on to the next page

PRINCIPAL ROLE BEHAVIOR — C

OPINIONNAIRE BOOKLET

Form TPS

On the following pages are some statements that describe some of the things a principal might do in his school. You are asked to indicate what you think about these statements.

There are no right or wrong answers to any of the items. You are asked to indicate your opinion concerning principal role behavior in YOUR school.

Pull out the Answer Sheets that are inserted in this booklet. Read the directions at the top of each Answer Sheet and then indicate your responses in the manner described.

Remember:

1. The items in this booklet are to be used in responding to the questions asked on each Answer Sheet.
2. Do not write in this Booklet.
3. Be sure to put your RESPONDENT NUMBER on the first page of each Answer Sheet.
4. Be sure to CIRCLE the NUMBER in each Column on each Answer Sheet.
5. Do not skip any items.
6. Your responses will be kept confidential. No one but the research staff will see them. The reporting of data will not identify any particular person or any particular school so as to insure the anonymity of each respondent.

11. Try to keep those teachers on the school staff who are willing to learn about some of the "new ideas" in education and like to try out their own ideas in the classroom.

12. Improve an obvious weakness in the abilities of teachers by setting up an in-service program found to be successful in other schools, even though some teachers feel the program imposes things on them contrary to their wishes.

13. Get teachers to upgrade their performance by urging them to display independence in carrying out their assigned job, using others' suggestions only when they can be integrated with their own goals and abilities.

14. Insist that a teacher participate in an in-service program favored by a majority of teachers, even if the teacher has disagreed with it, since no exceptions can be allowed in carrying out a group decision.

15. Evaluate teacher effectiveness on the basis of how much they follow school policies and procedures and carry out the planned program.

16. Evaluate teachers in the school on the basis of their ability to work cooperatively with other teachers.

17. Call attention to the need for favorable school-community relationships by pointing out that schools depend upon the financial support of citizens.

18. Find out how school-community relationships should be improved by asking teachers to list aspects of their life in the local community that are personally the most irritating and frustrating.

19. "Back up" the teacher in any public controversy between a teacher and a parent or between a teacher and a pupil.

20. Refer all important problems with parents to superiors, since they are best qualified by legal position and training to handle such critical issues.

21. Show extreme firmness in the control of the information and material given to parents and citizens, since it is important that citizens gain a favorable impression of our school program.

Continue on to the back page

22. Keep in close touch with parents and teachers about school problems, pointing out that the best solution to school-community differences are usually achieved when everyone is encouraged to voice his own opinion.

23. Evaluate school-community relationships by finding out if teachers feel they have enough freedom in their personal lives in the community.

24. Decide how desirable our relationships are with local citizens by finding out what parents like and don't like about our program, because their lack of accurate information might interfere with carrying out the planned program.

25. Before making a change in what instructional supplies and equipment are purchased, discover if teachers feel that it is easy to adopt present materials to the various interests and abilities of students.

26. Find out if the administration of activity funds and instructional facilities needs to be improved by seeing how long it takes to cut through "red tape" when fast action is needed.

27. Adopt a system of records and reports only if it has been found to be satisfactory in other schools and school systems in the state.

28. Choose a system of requesting instructional materials and equipment that allows each teacher enough flexibility to select those he can adapt to his own particular work.

29. Try to improve the use of the guidance information we have on students by having several interested teachers study the problem and develop a series of suggestions that teachers may use as a guide.

30. Keep track of the use of school activity funds by setting up a central system of bookkeeping and periodic reports from teachers so any mis-management can be checked before it gets out of hand.

31. Find out if present methods of administering funds and instructional facilities provide sufficient information to the school board so that they can make meaningful decisions regarding the school program.

32. Judge a procedure for managing school materials and equipment according to how many teachers think it helps them carry out tasks and responsibilities they feel are important.

ANSWER SHEET #1 Respondent No. ________________

Form P

PRINCIPAL ROLE BEHAVIOR - C

People have different ideas about what school principals should do. Read through the items in the Principal Role Behavior Booklet and think to what extent YOU should carry out the task in your school in the manner described in each item. In addition, think about the extent to which your SUPERINTENDENT and your TEACHERS think you should carry out the task in the manner described in the item.

INSTRUCTIONS:

Indicate your responses to each item by CIRCLING in the appropriate Column the NUMBER that best represents how often YOU should carry out the task in your school in the manner described, and how often your SUPERINTENDENT and your TEACHERS expect YOU to carry out the task in this manner.

Each Number in each Column refers to the frequency to which the task should be carried out in the manner described.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

ITEM IN BOOKLET	ANSWER SHEET #1		
	I Should	My TEACHERS Expect Me to	My SUPERINTENDENT Expects Me to
1. Try to get teachers who have at least two years of previous teaching experience.	1. 1 [✓ 2] 3 4 5 6	1 2 [✓ 3] 4 5 6	1 [✓ 2] 3 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGES →

Form P

ANSWER SHEET #1

Key:	1	2	3	4	5	6
	Usually	Often	Sometimes	Occasionally	Rarely	Never

	I Should:	My TEACHERS Expect Me to:	My SUPERINTENDENT Expects Me to:
1.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
2.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
3.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
4.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
5.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
6.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
7.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
8.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
9.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
10.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
11.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
12.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
13.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
14.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
15.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
16.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
17.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
18.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
19.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
20.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
21.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
22.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
23.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
24.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

ANSWER SHEET #1 **Form P**

Key:	1	2	3	4	5	6
	Usually	Often	Sometimes	Occasionally	Rarely	Never

	I Should:	My TEACHERS Expects Me to:	My SUPERINTENDENT Expects Me to:
25.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
26.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
27.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
28.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
29.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
30.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
31.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
32.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

ANSWER SHEET #2

Respondent No. ______________
Form P

PRINCIPAL ROLE BEHAVIOR - C

You have just indicated what you think you should do in your school, and what you think your superintendent and teachers should expect of you. However, there are often conditions in a school that prevent a principal from doing some of the things he would like to do in a manner that he thinks is most desirable. In addition, because other people don't always know what a principal really does, teachers and superintendents often have differing views of what a particular principal does. Many school principals are aware that a particular act on his part may be interpreted in a variety of ways by others.

INSTRUCTIONS:

Now you are asked to indicate how YOU actually carry out certain tasks in your school. In addition, you are requested to indicate the extent to which your SUPERINTENDENT and your TEACHERS see you as actually carrying out certain tasks in a particular manner.

Indicate your responses in the same manner you did on Answer Sheet #1. CIRCLE in the appropriate Column the NUMBER that best represents how often YOU actually carry out the task in your school in the manner described, and how often your SUPERINTENDENT and your TEACHERS tend to perceive that you carry out the task in this manner.

Each Number in each Column refers to the frequency to which you actually carry out the task or how often others perceive you carrying out the task in the manner described.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

ITEM IN BOOKLET	ANSWER SHEET #2		
	I do	My TEACHERS Perceive that I	My SUPERINTENDENT Perceives that I
1. Try to get teachers who have at least two years of teaching experience.	1. 1 2 3 [✓ 4] 5 6	1 2 3 4 [✓ 5] 6	1 2 [✓ 3] 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGES →

ANSWER SHEET #2 　　　　　　　　　　Form P

Key:	1	2	3	4	5	6
	Usually	Often	Sometimes	Occasionally	Rarely	Never

	I do	My TEACHERS Perceive that I	My SUPERINTENDENT Perceives that I
1.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
2.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
3.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
4.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
5.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
6.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
7.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
8.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
9.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
10.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
11.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
12.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
13.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
14.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
15.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
16.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
17.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
18.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
19.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
20.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
21.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
22.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
23.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
24.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

ANSWER SHEET #2 **Form P**

	1	2	3	4	5	6
Key:	**Usually**	**Often**	**Sometimes**	**Occasionally**	**Rarely**	**Never**

	I do	**My TEACHERS Perceive that I**	**My SUPERINTENDENT Perceives that I**
25.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
26.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
27.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
28.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
29.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
30.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
31.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
32.	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

ANSWER SHEET #3

Respondent No.________
Form P

PRINCIPAL ROLE BEHAVIOR - C

A school principal is often aware of things that other people don't see as being important. In addition, when a school principal makes a decision, he has to consider some things that other people can ignore. For these and other reasons, a school principal often wishes that other people were as much aware of the realities of his job as he must be.

INSTRUCTIONS:

Now you are asked to indicate, in light of the realities of your job, the extent to which you think your SUPERINTENDENT and your TEACHERS should expect YOU to carry out a task in your school in the manner described.

Indicate your responses to each item by CIRCLING in the appropriate Column the NUMBER that best represents how often your SUPERINTENDENT and your TEACHERS should expect YOU to carry out the task in your school in the manner described.

Each Number in each Column refers to the frequency to which others should expect YOU to act in the manner described.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

ITEM IN BOOKLET		ANSWER SHEET #3	
		My TEACHERS Should Expect Me to	My SUPERINTENDENT Should Expect Me to
1. Try to get teachers who have at least two years of teaching experience.	1.	1 [✓ 2] 3 4 5 6	1 [✓ 2] 3 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGES →

ANSWER SHEET #3

Form P

Key:	1	2	3	4	5	6
	Usually	Often	Sometimes	Occasionally	Rarely	Never

	My TEACHERS Should Expect Me to:	My SUPERINTENDENT Should Expect Me to:
1.	1 2 3 4 5 6	1 2 3 4 5 6
2.	1 2 3 4 5 6	1 2 3 4 5 6
3.	1 2 3 4 5 6	1 2 3 4 5 6
4.	1 2 3 4 5 6	1 2 3 4 5 6
5.	1 2 3 4 5 6	1 2 3 4 5 6
6.	1 2 3 4 5 6	1 2 3 4 5 6
7.	1 2 3 4 5 6	1 2 3 4 5 6
8.	1 2 3 4 5 6	1 2 3 4 5 6
9.	1 2 3 4 5 6	1 2 3 4 5 6
10.	1 2 3 4 5 6	1 2 3 4 5 6
11.	1 2 3 4 5 6	1 2 3 4 5 6
12.	1 2 3 4 5 6	1 2 3 4 5 6
13.	1 2 3 4 5 6	1 2 3 4 5 6
14.	1 2 3 4 5 6	1 2 3 4 5 6
15.	1 2 3 4 5 6	1 2 3 4 5 6
16.	1 2 3 4 5 6	1 2 3 4 5 6
17.	1 2 3 4 5 6	1 2 3 4 5 6
18.	1 2 3 4 5 6	1 2 3 4 5 6
19.	1 2 3 4 5 6	1 2 3 4 5 6
20.	1 2 3 4 5 6	1 2 3 4 5 6
21.	1 2 3 4 5 6	1 2 3 4 5 6
22.	1 2 3 4 5 6	1 2 3 4 5 6
23.	1 2 3 4 5 6	1 2 3 4 5 6
24.	1 2 3 4 5 6	1 2 3 4 5 6
25.	1 2 3 4 5 6	1 2 3 4 5 6
26.	1 2 3 4 5 6	1 2 3 4 5 6
27.	1 2 3 4 5 6	1 2 3 4 5 6
28.	1 2 3 4 5 6	1 2 3 4 5 6
29.	1 2 3 4 5 6	1 2 3 4 5 6
30.	1 2 3 4 5 6	1 2 3 4 5 6
31.	1 2 3 4 5 6	1 2 3 4 5 6
32.	1 2 3 4 5 6	1 2 3 4 5 6

ANSWER SHEET #1

Respondent No. ____________

Form S

PRINCIPAL ROLE BEHAVIOR - C

People have different ideas about what school principals should do. There are some things that they expect all school principals to do. On the other hand, some things they expect of elementary school principals are not expected of secondary school principals. In addition, what is expected of one particular school principal may not be expected of another particular school principal. Or...it may not be the principal's job, but someone else's responsibility.

INSTRUCTIONS:

You are asked to indicate to what extent YOU think certain school principals in your school system should carry out certain tasks in the manner described.

You are to indicate your responses to each item in the Principalship Survey Booklet by placing a CIRCLE around the NUMBER that best represents the extent to which YOU think the particular school principal indicated should carry out the task in the manner described.

Each NUMBER in each Column refers to the frequency to which YOU think the particular Principal should act in the manner described.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

ITEM IN BOOKLET	ANSWER SHEET #1		
		PRINCIPAL X Should	PRINCIPAL Y Should
1. Try to get teachers who have at least two years of previous teaching experience.	1.	1 [✓ 2] 3 4 5 6	1 2 [✓ 3] 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGES →

ANSWER SHEET #1 PRINCIPAL ROLE BEHAVIOR - C Form S

Key:	1	2	3	4	5	6
	Usually	Often	Sometimes	Occasionally	Rarely	Never

	Principal Should	Principal Should		Principal Should	Principal Should
1.	1 2 3 4 5 6	1 2 3 4 5 6	25.	1 2 3 4 5 6	1 2 3 4 5 6
2.	1 2 3 4 5 6	1 2 3 4 5 6	26.	1 2 3 4 5 6	1 2 3 4 5 6
3.	1 2 3 4 5 6	1 2 3 4 5 6	27.	1 2 3 4 5 6	1 2 3 4 5 6
4.	1 2 3 4 5 6	1 2 3 4 5 6	28.	1 2 3 4 5 6	1 2 3 4 5 6
5.	1 2 3 4 5 6	1 2 3 4 5 6	29.	1 2 3 4 5 6	1 2 3 4 5 6
6.	1 2 3 4 5 6	1 2 3 4 5 6	30.	1 2 3 4 5 6	1 2 3 4 5 6
7.	1 2 3 4 5 6	1 2 3 4 5 6	31.	1 2 3 4 5 6	1 2 3 4 5 6
8.	1 2 3 4 5 6	1 2 3 4 5 6	32.	1 2 3 4 5 6	1 2 3 4 5 6
9.	1 2 3 4 5 6	1 2 3 4 5 6			
10.	1 2 3 4 5 6	1 2 3 4 5 6			
11.	1 2 3 4 5 6	1 2 3 4 5 6			
12.	1 2 3 4 5 6	1 2 3 4 5 6			
13.	1 2 3 4 5 6	1 2 3 4 5 6			
14.	1 2 3 4 5 6	1 2 3 4 5 6			
15.	1 2 3 4 5 6	1 2 3 4 5 6			
16.	1 2 3 4 5 6	1 2 3 4 5 6			
17.	1 2 3 4 5 6	1 2 3 4 5 6			
18.	1 2 3 4 5 6	1 2 3 4 5 6			
19.	1 2 3 4 5 6	1 2 3 4 5 6			
20.	1 2 3 4 5 6	1 2 3 4 5 6			
21.	1 2 3 4 5 6	1 2 3 4 5 6			
22.	1 2 3 4 5 6	1 2 3 4 5 6			
23.	1 2 3 4 5 6	1 2 3 4 5 6			
24.	1 2 3 4 5 6	1 2 3 4 5 6			

ANSWER SHEET #2

Respondent No.______________
Form S

PRINCIPAL ROLE BEHAVIOR - C

You have just indicated what you think particular school principals in your school system should do. However, there are often conditions existing in a school that may prevent a principal from doing some of the things he would like to do in a manner he thinks is most desirable.

INSTRUCTIONS:

Now you are asked to indicate how often YOU think certain school principals in your school system actually do carry out certain tasks in the manner described.

You are to indicate your responses to each item in the Principalship Survey Booklet by placing a CIRCLE around the NUMBER that best represents the extent to which YOU perceive the particular school principal indicated actually does carry out the task in his school in the manner described.

Each NUMBER in each Column refers to the frequency to which YOU perceive the particular Principal actually does act in the manner described.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

ITEM IN BOOKLET	ANSWER SHEET #2	PRINCIPAL X Actually Does	PRINCIPAL Y Actually Does
1. Try to get teachers who have at least two years of previous teaching experience.	1.	[✓ 1] 2 3 4 5 6	1 2 [✓ 3] 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGES →

ANSWER SHEET #2 PRINCIPAL ROLE BEHAVIOR - C **Form S**

Key: 1 Usually 2 Often 3 Sometimes 4 Occasionally 5 Rarely 6 Never

	Principal Does	Principal Does		Principal Does	Principal Does
1.	1 2 3 4 5 6	1 2 3 4 5 6	25.	1 2 3 4 5 6	1 2 3 4 5 6
2.	1 2 3 4 5 6	1 2 3 4 5 6	26.	1 2 3 4 5 6	1 2 3 4 5 6
3.	1 2 3 4 5 6	1 2 3 4 5 6	27.	1 2 3 4 5 6	1 2 3 4 5 6
4.	1 2 3 4 5 6	1 2 3 4 5 6	28.	1 2 3 4 5 6	1 2 3 4 5 6
5.	1 2 3 4 5 6	1 2 3 4 5 6	29.	1 2 3 4 5 6	1 2 3 4 5 6
6.	1 2 3 4 5 6	1 2 3 4 5 6	30.	1 2 3 4 5 6	1 2 3 4 5 6
7.	1 2 3 4 5 6	1 2 3 4 5 6	31.	1 2 3 4 5 6	1 2 3 4 5 6
8.	1 2 3 4 5 6	1 2 3 4 5 6	32.	1 2 3 4 5 6	1 2 3 4 5 6
9.	1 2 3 4 5 6	1 2 3 4 5 6			
10.	1 2 3 4 5 6	1 2 3 4 5 6			
11.	1 2 3 4 5 6	1 2 3 4 5 6			
12.	1 2 3 4 5 6	1 2 3 4 5 6			
13.	1 2 3 4 5 6	1 2 3 4 5 6			
14.	1 2 3 4 5 6	1 2 3 4 5 6			
15.	1 2 3 4 5 6	1 2 3 4 5 6			
16.	1 2 3 4 5 6	1 2 3 4 5 6			
17.	1 2 3 4 5 6	1 2 3 4 5 6			
18.	1 2 3 4 5 6	1 2 3 4 5 6			
19.	1 2 3 4 5 6	1 2 3 4 5 6			
20.	1 2 3 4 5 6	1 2 3 4 5 6			
21.	1 2 3 4 5 6	1 2 3 4 5 6			
22.	1 2 3 4 5 6	1 2 3 4 5 6			
23.	1 2 3 4 5 6	1 2 3 4 5 6			
24.	1 2 3 4 5 6	1 2 3 4 5 6			

Answer Sheet #1

Respondent No. ____________

Form T

PRINCIPAL ROLE BEHAVIOR -- C

People have different ideas about what school principals should do. Read through the items in the Principal Role Behavior Booklet and think about the extent to which you think YOUR principal should carry out the task in the manner described in each item.

INSTRUCTIONS:

Indicate your responses to each item by CIRCLING the NUMBER that best represents how often you think your PRINCIPAL should carry out the task in your school in the manner described.

Each Number in each Column refers to the frequency to which your PRINCIPAL should carry out the task in the manner described.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

	ITEM IN BOOKLET	Answer Sheet #1 My Principal Should
1.	Try to get teachers who have at least two years of previous teaching experience.	1 [✓ 2] 3 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGE →

ANSWER SHEET #1

FORM T

Key:	1	2	3	4	5	6
	Usually	Often	Sometimes	Occasionally	Rarely	Never

My Principal Should

1. 1 2 3 4 5 6
2. 1 2 3 4 5 6
3. 1 2 3 4 5 6
4. 1 2 3 4 5 6
5. 1 2 3 4 5 6
6. 1 2 3 4 5 6
7. 1 2 3 4 5 6
8. 1 2 3 4 5 6
9. 1 2 3 4 5 6
10. 1 2 3 4 5 6
11. 1 2 3 4 5 6
12. 1 2 3 4 5 6
13. 1 2 3 4 5 6
14. 1 2 3 4 5 6
15. 1 2 3 4 5 6
16. 1 2 3 4 5 6

My Principal Should

17. 1 2 3 4 5 6
18. 1 2 3 4 5 6
19. 1 2 3 4 5 6
20. 1 2 3 4 5 6
21. 1 2 3 4 5 6
22. 1 2 3 4 5 6
23. 1 2 3 4 5 6
24. 1 2 3 4 5 6
25. 1 2 3 4 5 6
26. 1 2 3 4 5 6
27. 1 2 3 4 5 6
28. 1 2 3 4 5 6
29. 1 2 3 4 5 6
30. 1 2 3 4 5 6
31. 1 2 3 4 5 6
32. 1 2 3 4 5 6

ANSWER SHEET #2 Respondent No. ________________

Form T

PRINCIPAL ROLE BEHAVIOR -- C

You have just indicated what you think your principal should do in your school regarding certain tasks. Now you are asked to indicate how you think your PRINCIPAL actually does carry out certain tasks.

INSTRUCTIONS:

Indicate the extent to which your PRINCIPAL actually does carry out a given task in the manner described in the Principal Role Behavior Booklet.

Indicate your responses in the same way you did on Answer Sheet #1. CIRCLE the NUMBER that best represents how often your PRINCIPAL actually carries out the task in your school in the manner described.

Each Number refers to the frequency to which you think your PRINCIPAL does behave in the manner described.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

ITEM IN BOOKLET	ANSWER SHEET #2 My Principal Actually Does
1. Try to get teachers who have at least two years of teaching experience.	1 2 [✓ 3] 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGE →

ANSWER SHEET #2 **PRINCIPAL ROLE BEHAVIOR -- C** **FORM T**

Key:

1	2	3	4	5	6
Usually	**Often**	**Sometimes**	**Occasionally**	**Rarely**	**Never**

My Principal
Actually Does

1. 1 2 3 4 5 6
2. 1 2 3 4 5 6
3. 1 2 3 4 5 6
4. 1 2 3 4 5 6
5. 1 2 3 4 5 6
6. 1 2 3 4 5 6
7. 1 2 3 4 5 6
8. 1 2 3 4 5 6
9. 1 2 3 4 5 6
10. 1 2 3 4 5 6
11. 1 2 3 4 5 6
12. 1 2 3 4 5 6
13. 1 2 3 4 5 6
14. 1 2 3 4 5 6
15. 1 2 3 4 5 6
16. 1 2 3 4 5 6

My Principal
Actually Does

17. 1 2 3 4 5 6
18. 1 2 3 4 5 6
19. 1 2 3 4 5 6
20. 1 2 3 4 5 6
21. 1 2 3 4 5 6
22. 1 2 3 4 5 6
23. 1 2 3 4 5 6
24. 1 2 3 4 5 6
25. 1 2 3 4 5 6
26. 1 2 3 4 5 6
27. 1 2 3 4 5 6
28. 1 2 3 4 5 6
29. 1 2 3 4 5 6
30. 1 2 3 4 5 6
31. 1 2 3 4 5 6
32. 1 2 3 4 5 6

Respondent No. ____________________

Form P-I

Leader Behavior Description Questionnaire

Please indicate on this questionnaire how you believe you **SHOULD** behave as a leader. Each item describes a specific kind of leader behavior. Mark the frequency with which you believe you **SHOULD** engage in each kind of behavior.

The research staff will preserve the anonymity of your answers.

Thank you.

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently you think you SHOULD engage in the behavior described by the item.
3. DECIDE whether you SHOULD always, often, occasionally, seldom, or never act in the manner described by the item.
4. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

A. Always

B. Often

C. Occasionally

D. Seldom

E. Never

Please precede each statement with

"I should ...."

		Always	Often	Occasionally	Seldom	Never
1.	...do personal favors for group members.	A	B	C	D	E
2.	...make my attitude clear to the group	A	B	C	D	E
3.	...do little things to make it pleasant to be a member of the group	A	B	C	D	E
4.	...try out my new idea with the group.	A	B	C	D	E
5.	...put the blame where it belongs.	A	B	C	D	E
6.	...be easy to understand	A	B	C	D	E
7.	...rule with an iron hand.	A	B	C	D	E
8.	...find time to listen to group members.	A	B	C	D	E
9.	...criticize poor work	A	B	C	D	E
10.	...ask for more than group members can get done.	A	B	C	D	E
11.	...speak in a manner not to be questioned.	A	B	C	D	E
12.	...keep to myself.	A	B	C	D	E
13.	...look out for the personal welfare of individual group members	A	B	C	D	E
14.	...assign my group members to particular tasks	A	B	C	D	E
15.	...make the decisions on major matters	A	B	C	D	E
16.	...work without a plan	A	B	C	D	E
17.	...maintain definite standards of performance.	A	B	C	D	E
18.	...refuse to explain my actions.	A	B	C	D	E
19.	...resist changes in ways of doing things.	A	B	C	D	E
20.	...act without consulting the group.	A	B	C	D	E
21.	...be slow to accept new ideas	A	B	C	D	E
22.	...emphasize the meeting of deadlines.	A	B	C	D	E
23.	...treat all group members as my equal	A	B	C	D	E

Please precede each statement with

"I should ...."

		Always	Often	Occasionally	Seldom	Never
24.	...encourage the use of uniform procedures.	A	B	C	D	E
25.	...schedule the work to be done	A	B	C	D	E
26.	...be willing to make changes	A	B	C	D	E
27.	...make sure that my part in the organization is understood by group members	A	B	C	D	E
28.	...be friendly and approachable	A	B	C	D	E
29.	...ask that group members follow standard rules and regulations.	A	B	C	D	E
30.	...not fail to take necessary action.	A	B	C	D	E
31.	...make group members feel at ease when talking with me.	A	B	C	D	E
32.	...let group members know what is expected of them. . . .	A	B	C	D	E
33.	..."make a plan of work."	A	B	C	D	E
34.	...put suggestions made by the staff into operation . . .	A	B	C	D	E
35.	...see to it that group members are working up to capacity	A	B	C	D	E
36.	...stress getting the job done.	A	B	C	D	E
37.	...be aware of conflicts when they occur in the group . .	A	B	C	D	E
38.	...get group approval on important matters before going ahead.	A	B	C	D	E
39.	...see to it that the work of group members is coordinated.	A	B	C	D	E
40.	...stress the need for new practices.	A	B	C	D	E

Respondent No. ____________________

Form P-R

Leader Behavior Description Questionnaire

Please indicate on this questionnaire how you believe you behave as a leader. Each item describes a specific kind of leader behavior. Mark the frequency with which you believe you engage in each kind of behavior.

The research staff will preserve the anonymity of your answers.

Thank you.

DIRECTIONS:

1. **READ each item carefully.**
2. **THINK how frequently you engage in the behavior described by the item. How often do you act in manner described?**
3. **DECIDE whether you always, often, occasionally seldom, or never act in the manner described by the item.**
4. **DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.**

A. Always

B. Often

C. Occasionally

D. Seldom

E. Never

Please precede each statement with

"I ....."

		Always	Often	Occasionally	Seldom	Never
1.	...do personal favors for group members.	A	B	C	D	E
2.	...make my attitudes clear to the group.	A	B	C	D	E
3.	...do little things to make it pleasant to be a member of the group	A	B	C	D	E
4.	...try out my new ideas with the group	A	B	C	D	E
5.	...put the blame where it belongs.	A	B	C	D	E
6.	...am easy to understand	A	B	C	D	E
7.	...rule with an iron hand.	A	B	C	D	E
8.	...find time to listen to group members.	A	B	C	D	E
9.	...criticize poor work	A	B	C	D	E
10.	...ask for more than group members can get done.	A	B	C	D	E
11.	...speak in a manner not to be questioned.	A	B	C	D	E
12.	...keep to myself.	A	B	C	D	E
13.	...look out for the personal welfare of individual group members	A	B	C	D	E
14.	...assign my group members to particular tasks	A	B	C	D	E
15.	...make the decisions on major matters	A	B	C	D	E
16.	...work without a plan	A	B	C	D	E
17.	...maintain definite standards of performance.	A	B	C	D	E
18.	...refuse to explain my actions.	A	B	C	D	E
19.	...resist changes in ways of doing things.	A	B	C	D	E
20.	...act without consulting the group.	A	B	C	D	E
21.	...am slow to accept new ideas	A	B	C	D	E
22.	...emphasize the meeting of deadlines.	A	B	C	D	E
23.	...treat all group members as my equal	A	B	C	D	E

Please precede each statement with

"I ......"

		Always	Often	Occasionally	Seldom	Never
24.	...encourage the use of uniform procedures	A	B	C	D	E
25.	...schedule the work to be done	A	B	C	D	E
26.	...am willing to make changes	A	B	C	D	E
27.	...make sure that my part in the organization is understood by group members	A	B	C	D	E
28.	...am friendly and approachable	A	B	C	D	E
29.	...ask that group members follow standard rules and regulations.	A	B	C	D	E
30.	...fail to take necessary action.	A	B	C	D	E
31.	...make group members feel at ease when talking with them.	A	B	C	D	E
32.	...let group members know what is expected of them.	A	B	C	D	E
33.	...can "make a plan of work."	A	B	C	D	E
34.	...put suggestions made by the staff into operation	A	B	C	D	E
35.	...see to it that group members are working up to capacity	A	B	C	D	E
36.	...stress getting the job done.	A	B	C	D	E
37.	...am aware of conflicts when they occur in the group	A	B	C	D	E
38.	...get group approval on important matters before going ahead.	A	B	C	D	E
39.	...see to it that the work of group members is coordinated.	A	B	C	D	E
40.	...stress the need for new practices.	A	B	C	D	E

Respondent No. ________________

Form T-S-R

Leader Behavior Description Questionnaire

This is a questionnaire on which you may describe the behavior of your principal. Each item describes a specific kind of behavior without invoking any judgment about the desirability or understandability of that behavior. These questions in no way constitute a "test" of the ability of the person who answers the items. Nor do they involve an evaluation of the effectiveness of the principal's performance. It is possible, however, from this straightforward description of the frequency with which the principal engages in specific kinds of behavior to identify certain distinct leadership styles.

Your answer will NOT be seen by the principal. This questionnaire will be scored and the results analyzed by members of the research staff at Oklahoma State University. The report of the findings will preserve the anonymity of your answers.

Thank you.

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently your principal engages in the behavior described by the item.
3. DECIDE whether he always, often, occasionally, seldom, or never acts as described by the item.
4. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

A. Always

B. Often

C. Occasionally

D. Seldom

E. Never

Please precede each statement with

"My principal ...."

		Always	Often	Occasionally	Seldom	Never
1.	....does personal favors for group members.	A	B	C	D	E
2.	....makes his attitudes clear to the group.	A	B	C	D	E
3.	....does little things to make it pleasant to be a member of the group	A	B	C	D	E
4.	....tries out his new ideas with the group.	A	B	C	D	E
5.	....puts the blame where it belongs	A	B	C	D	E
6.	....is easy to understand	A	B	C	D	E
7.	....rules with an iron hand	A	B	C	D	E
8.	....finds time to listen to group members	A	B	C	D	E
9.	....criticizes poor work.	A	B	C	D	E
10.	....asks for more than group members can get done	A	B	C	D	E
11.	....speaks in a manner not to be questioned	A	B	C	D	E
12.	....keeps to himself.	A	B	C	D	E
13.	....looks out for the personal welfare of individual group members	A	B	C	D	E
14.	....assigns his group members to particular tasks	A	B	C	D	E
15.	....makes the decisions on major matters.	A	B	C	D	E
16.	....works without a plan.	A	B	C	D	E
17.	....maintains definite standards of performance	A	B	C	D	E
18.	....refuses to explain his actions.	A	B	C	D	E
19.	....resists changes in ways of doing things	A	B	C	D	E
20.	....acts without consulting the group	A	B	C	D	E
21.	....is slow to accept new ideas	A	B	C	D	E
22.	....emphasizes the meeting of deadlines	A	B	C	D	E
23.	....treats all group members as his equal	A	B	C	D	E

Please precede each statement with

"My principal ...."

	Always	Often	Occasionally	Seldom	Never
24. ....encourages the use of uniform procedures.	A	B	C	D	E
25. ....schedules the work to be done	A	B	C	D	E
26. ....is willing to make changes.	A	B	C	D	E
27. ....makes sure that his part in the organization is understood by group members.	A	B	C	D	E
28. ....is friendly and approachable.	A	B	C	D	E
29. ....asks that group members follow standard rules and regulations	A	B	C	D	E
30. ....fails to take necessary action.	A	B	C	D	E
31. ....makes group members feel at ease when talking with him	A	B	C	D	E
32. ....lets group members know what is expected of them. . .	A	B	C	D	E
33. ....can "make a plan of work.".	A	B	C	D	E
34. ....puts suggestions made by the staff into operation	A	B	C	D	E
35. ....sees to it that group members are working up to capacity	A	B	C	D	E
36. ....stresses getting the job done	A	B	C	D	E
37. ....is aware of conflicts when they occur in the group	A	B	C	D	E
38. ....gets group approval on important matters before going ahead	A	B	C	D	E
39. ....sees to it that the work of group members is coordinated	A	B	C	D	E
40. ....stresses the need for new practices	A	B	C	D	E

Respondent No.____________________

(P)

SEMANTIC-DIFFERENTIAL

This is a survey intended to explore certain characteristics or qualities associated with the principalship. This is not a test and although there are no right or wrong answers, it is important that your responses accurately reflect your own judgments, impressions, and feelings. Your responses will not be seen by any persons other than authorized members of this research staff.

There are two parts to this survey. Part I requires that you rate yourself as you actually perform certain administrative tasks, that is, as you perceive yourself under different academic-related circumstances. There are 8 task areas in all. Part II includes the same 8 task areas and is aimed at determining how you believe you should ideally function or perform with reference to these administrative tasks.

The administrative tasks appear in bold print at the top of each page in this booklet, and have been supplemented with a clearly and precisely stated definition in order that all respondents understand the task area in the same way. You are to read the definition over very carefully before proceeding.

Below the statement of the task area is a series of descriptive-adjective scales, such as the one which appears in the following examples.

Example from Part I.

Disciplining Students, refers to those acts which emphasize to the student the importance of his behaving in a manner which is acceptable to the school.

Rate yourself as you believe or perceive yourself as being with respect to

DISCIPLINING STUDENTS

severe :___:___:___:___:___:___:___:___:___:___:___:___:___:___: lenient

Example from Part II.

Disciplining Students, refers to those acts which emphasize to the student the importance of his behaving in a manner which is acceptable to the school.

Rate yourself on the basis of how you believe you should ideally be with respect to

DISCIPLINING STUDENTS

severe :___:___:___:___:___:___:___:___:___:___:___:___:___:___: lenient

Here is how to use the scales. A checkmark (✓) toward the left of the scale indicates you judge yourself, for Part I to be more "severe" than "lenient" when disciplining students, or for Part II that you should ideally be more "severe" than "lenient" in disciplining students. Successive units toward the left indicate the degree of severity. Similarly, a checkmark to the right end of the scale reflects a judgment of "lenient", with successive units to the right of the scale indicating greater degrees of "leniency."

You are to rate each scale in order. Do not skip around, and do not leave any scales blank. Do not spend too much time deliberating on any one item, but try to give your first impression and work rapidly. You should place your checkmark in the middle of the spaces (:___:✓:), and not on the boundaries (:___✓___:).

We are interested in your own honest judgments, impressions, and feelings. When you have completed all the scales on the page, and only then, go on to the next page, and so on.

PART I

CURRICULUM refers to the courses and planned experiences which are provided for students under the guidance of the school.

Rate yourself as you believe or perceive yourself as being with respect to

CURRICULUM

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

participating :___:___:___:___:___:___:___:___:___:___:___:___:___:___: avoiding

conforming :___:___:___:___:___:___:___:___:___:___:___:___:___:___: nonconforming

progressive :___:___:___:___:___:___:___:___:___:___:___:___:___:___: regressive

imposing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unimposing

informed :___:___:___:___:___:___:___:___:___:___:___:___:___:___: uninformed

INSTRUCTION refer to the activities within the school which facilitate learning.

Rate yourself as you believe or perceive yourself as being with respect to:

INSTRUCTION

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

threatening :___:___:___:___:___:___:___:___:___:___:___:___:___:___: nonthreatening

informed :___:___:___:___:___:___:___:___:___:___:___:___:___:___: uninformed

imposing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unimposing

supporting :___:___:___:___:___:___:___:___:___:___:___:___:___:___: nonsupporting

efficient :___:___:___:___:___:___:___:___:___:___:___:___:___:___: inefficient

MAINTAINING FACILITIES refers to the management of equipment, supplies and materials necessary to the functioning of the school.

Rate yourself as you believe or perceive yourself as being with respect to:

MAINTAINING FACILITIES

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad
pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying
sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere
active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive
fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow
dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive
strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive
strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak
uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate
formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal
flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid
interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested
tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed
responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible
fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair
organized :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disorganized
informed :___:___:___:___:___:___:___:___:___:___:___:___:___:___: uninformed
liberal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: conservative
complete :___:___:___:___:___:___:___:___:___:___:___:___:___:___: incomplete
helpful :___:___:___:___:___:___:___:___:___:___:___:___:___:___: obstructive

MAINTAINING FUNDS refers to the management of money available for purposes of carrying on specific activities or attaining certain objectives necessary to the functioning of the school.

Rate yourself as you believe or perceive yourself as being with respect to:

MAINTAINING FUNDS

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

liberal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: conservative

efficient :___:___:___:___:___:___:___:___:___:___:___:___:___:___: inefficient

prompt :___:___:___:___:___:___:___:___:___:___:___:___:___:___: late

systematic :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disorganized

timely :___:___:___:___:___:___:___:___:___:___:___:___:___:___: untimely

PERSONAL RELATIONS WITH TEACHERS refers to the feelings aroused through interrelationships by an understanding of the motives, aspirations, and drives of others.

Rate yourself as you believe or perceive yourself as being with respect to:

PERSONAL RELATIONS WITH TEACHERS

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

friendly :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfriendly

severe :___:___:___:___:___:___:___:___:___:___:___:___:___:___: lenient

rational :___:___:___:___:___:___:___:___:___:___:___:___:___:___: emotional

threatening :___:___:___:___:___:___:___:___:___:___:___:___:___:___: nonthreatening

graceful :___:___:___:___:___:___:___:___:___:___:___:___:___:___: awkward

PROFESSIONAL GROWTH OF TEACHERS refers to an increase in subject-matter knowledge, teaching skill and efficiency, and, insight into educational problems with a concomitant increase in success as a teacher.

Rate yourself as you believe or perceive yourself as being with respect to:

PROFESSIONAL GROWTH OF TEACHERS

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

changeable :___:___:___:___:___:___:___:___:___:___:___:___:___:___: stable

severe :___:___:___:___:___:___:___:___:___:___:___:___:___:___: lenient

patient :___:___:___:___:___:___:___:___:___:___:___:___:___:___: impatient

dynamic :___:___:___:___:___:___:___:___:___:___:___:___:___:___: static

emotional :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rational

PUBLIC RELATIONS refers to maintaining and improving the relations of the school with the people in the community it serves.

Rate yourself as you believe or perceive yourself as being with respect to:

PUBLIC RELATIONS

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

graceful :___:___:___:___:___:___:___:___:___:___:___:___:___:___: awkward

dynamic :___:___:___:___:___:___:___:___:___:___:___:___:___:___: static

serious :___:___:___:___:___:___:___:___:___:___:___:___:___:___: humorous

sensitive :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insensitive

warm :___:___:___:___:___:___:___:___:___:___:___:___:___:___: cold

COMMUNICATIONS WITH THE SCHOOL COMMUNITY refers to those actions which contribute to community awareness of the school program.

Rate yourself as you believe or perceive yourself as being with respect to:

COMMUNICATIONS WITH THE SCHOOL COMMUNITY

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

graceful :___:___:___:___:___:___:___:___:___:___:___:___:___:___: awkward

dynamic :___:___:___:___:___:___:___:___:___:___:___:___:___:___: static

serious :___:___:___:___:___:___:___:___:___:___:___:___:___:___: humorous

sensitive :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insensitive

warm :___:___:___:___:___:___:___:___:___:___:___:___:___:___: cold

Respondent No. ______________
(S-T)

SEMANTIC-DIFFERENTIAL

This is a survey intended to explore certain characteristics or qualities associated with the principalship. This is not a test and although there are no right or wrong answers, it is important that your responses accurately reflect your own judgments, impressions, and feelings. Your responses will not be seen by your principal or by any persons other than authorized members of this research staff.

There are two parts to this survey. Part I requires that you rate your principal as he actually performs certain administrative tasks, that is, as you perceive your principal under different academic-related circumstances. There are 8 task areas in all. Part II includes the same 8 task areas and is aimed at determining how you believe your principal should ideally function or perform with reference to these administrative tasks.

The administrative tasks appear in bold print at the top of each page in this booklet, and have been supplemented with a clearly and precisely stated definition in order that all respondents understand the task area in the same way. You are to read the definition over very carefully before proceeding.

Below the statement of the task area is a series of descriptive-adjective scales, such as the one which appears in the following examples.

Example from Part I.

Disciplining Students, refers to those acts which emphasize to the student the importance of his behaving in a manner which is acceptable to the school.

Rate your principal as you believe or perceive him as being with respect to

DISCIPLINING STUDENTS

severe: ___:___:___:___:___:___:___:___:___:___:___:___:___:___: lenient

Example from Part II.

Disciplining Students, refers to those acts which emphasize to the student the importance of his behaving in a manner which is acceptable to the school.

Rate your principal on the basis of how you believe he should ideally be with respect to

DISCIPLINING STUDENTS

severe: ___:___:___:___:___:___:___:___:___:___:___:___:___:___: lenient

Here is how to use the scales. A checkmark (✓) toward the left of the scale indicates you judge your principal, for Part I to be more "severe" than "lenient" when disciplining students, or for Part II that he should ideally be more "severe" than "lenient" in disciplining students. Successive units toward the left indicate the degree of severity. Similarly, a checkmark to the right end of the scale reflects a judgment of "lenient", with successive units to the right of the scale indicating greater degrees of "leniency."

You are to rank each scale in order. Do not skip around, and do not leave any scales blank. Do not spend too much time deliberating on any one item, but try to give your first impression and work rapidly. You should place your checkmark in the middle of the spaces (:___:✓:), and not on the boundaries (:___✓___:).

We are interested in your own honest judgments, impressions, and feelings. When you have completed all the scales on the page, and only then, go on to the next page, and so on.

PART I

CURRICULUM refers to the courses and planned experiences which are provided for students under the guidance of the school.

Rate your principal as you believe or perceive him as being with respect to:

CURRICULUM

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

participating :___:___:___:___:___:___:___:___:___:___:___:___:___:___: avoiding

conforming :___:___:___:___:___:___:___:___:___:___:___:___:___:___: nonconforming

progressive :___:___:___:___:___:___:___:___:___:___:___:___:___:___: regressive

imposing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unimposing

informed :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unimformed

INSTRUCTION refers to the activities **within** the school which facilitate learning.

Rate your principal as you believe or perceive him as being with respect to:

INSTRUCTION

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsibe :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsive

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

threatening :___:___:___:___:___:___:___:___:___:___:___:___:___:___: nonthreatening

informed :___:___:___:___:___:___:___:___:___:___:___:___:___:___: uninformed

imposing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unimposing

supporting :___:___:___:___:___:___:___:___:___:___:___:___:___:___: nonsupporting

efficient :___:___:___:___:___:___:___:___:___:___:___:___:___:___: inefficient

MAINTAINING FACILITIES refers to the management of equipment, supplies and materials necessary to the functioning of the school.

Rate your principal as you believe or perceive him as being with respect to:

MAINTAINING FACILITIES

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___ ___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

organized :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disorganized

informed :___:___:___:___:___:___:___:___:___:___:___:___:___:___: uninformed

liberal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: conservative

complete :___:___:___:___:___:___:___:___:___:___:___:___:___:___: incomplete

helpful :___:___:___:___:___:___:___:___:___:___:___:___:___:___: obstructive

MAINTAINING FUNDS refers to the management of money available for purposes of carrying on specific activities or attaining certain objectives necessary to the functioning of the school.

Rate your principal as you believe or perceive him as being with respect to:

MAINTAINING FUNDS

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

liberal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: conservative

efficient :___:___:___:___:___:___:___:___:___:___:___:___:___:___: inefficient

prompt :___:___:___:___:___:___:___:___:___:___:___:___:___:___: late

systematic :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disorganized

timely :___:___:___:___:___:___:___:___:___:___:___:___:___:___: untimely

PERSONAL RELATIONS WITH TEACHERS refers to the feelings aroused through interrelationships by an understanding of the motives, aspirations, and drives of others.

Rate your principal as you believe or perceive him as being with respect to:

PERSONAL RELATIONS WITH TEACHERS

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

friendly :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfriendly

severe :___:___:___:___:___:___:___:___:___:___:___:___:___:___: lenient

rational :___:___:___:___:___:___:___:___:___:___:___:___:___:___: emotional

threatening :___:___:___:___:___:___:___:___:___:___:___:___:___:___: nonthreatening

graceful :___:___:___:___:___:___:___:___:___:___:___:___:___:___: awkward

PROFESSIONAL GROWTH OF TEACHERS refers to an increase in subject-matter knowledge, teaching skill and efficiency, and, insight into educational problems with a concomitant increase in success as a teacher.

Rate your principal as you believe or perceive him as being with respect to:

PROFESSIONAL GROWTH OF TEACHERS

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad
pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying
sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere
active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive
fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow
dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive
strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive
strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak
uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate
formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal
flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid
interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested
tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed
responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible
fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair
changeable :___:___:___:___:___:___:___:___:___:___:___:___:___:___: stable
severe :___:___:___:___:___:___:___:___:___:___:___:___:___:___: lenient
patient :___:___:___:___:___:___:___:___:___:___:___:___:___:___: impatient
dynamic :___:___:___:___:___:___:___:___:___:___:___:___:___:___: static
emotional :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rational

PUBLIC RELATIONS refers to maintaining and improving the relations of the school with the people in the community it serves.

Rate your principal as you believe or perceive him as being with respect to:

PUBLIC RELATIONS

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad

pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying

sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere

active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive

fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow

dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive

strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive

strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak

uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate

formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal

flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid

interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested

tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed

responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible

fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair

graceful :___:___:___:___:___:___:___:___:___:___:___:___:___:___: awkward

dynamic :___:___:___:___:___:___:___:___:___:___:___:___:___:___: static

serious :___:___:___:___:___:___:___:___:___:___:___:___:___:___: humorous

sensitive :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insensitive

warm :___:___:___:___:___:___:___:___:___:___:___:___:___:___: cold

COMMUNICATIONS WITH THE SCHOOL COMMUNITY refers to those actions which contribute to community awareness of the school program.

Rate your principal as you believe or perceive him as being with respect to:

COMMUNICATIONS WITH THE SCHOOL COMMUNITY

good :___:___:___:___:___:___:___:___:___:___:___:___:___:___: bad
pleasing :___:___:___:___:___:___:___:___:___:___:___:___:___:___: annoying
sincere :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insincere
active :___:___:___:___:___:___:___:___:___:___:___:___:___:___: passive
fast :___:___:___:___:___:___:___:___:___:___:___:___:___:___: slow
dominant :___:___:___:___:___:___:___:___:___:___:___:___:___:___: submissive
strict :___:___:___:___:___:___:___:___:___:___:___:___:___:___: permissive
strong :___:___:___:___:___:___:___:___:___:___:___:___:___:___: weak
uncertain :___:___:___:___:___:___:___:___:___:___:___:___:___:___: deliberate
formal :___:___:___:___:___:___:___:___:___:___:___:___:___:___: informal
flexible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: rigid
interested :___:___:___:___:___:___:___:___:___:___:___:___:___:___: disinterested
tense :___:___:___:___:___:___:___:___:___:___:___:___:___:___: relaxed
responsible :___:___:___:___:___:___:___:___:___:___:___:___:___:___: irresponsible
fair :___:___:___:___:___:___:___:___:___:___:___:___:___:___: unfair
graceful :___:___:___:___:___:___:___:___:___:___:___:___:___:___: awkward
dynamic :___:___:___:___:___:___:___:___:___:___:___:___:___:___: static
serious :___:___:___:___:___:___:___:___:___:___:___:___:___:___: humorous
sensitive :___:___:___:___:___:___:___:___:___:___:___:___:___:___: insensitive
warm :___:___:___:___:___:___:___:___:___:___:___:___:___:___: cold

Respondent No. ____________

Form TP

GENERAL CONDITIONS IN YOUR SCHOOL

On the right side of each item below CIRCLE the one symbol that most closely approximates the extent to which you agree or disagree with the way the statements describe your feelings or conditions in your school.

SYMBOL	MEANING
SA	Strongly Agree
A	Agree
U	Undecided
D	Disagree
SD	Strongly Disagree

1.	Generally speaking, the morale in this school is high.	SA	A	U	D	SD
2.	Although no school is perfect, we are working hard at developing an excellent educational program.	SA	A	U	D	SD
3.	I am given sufficient freedom by my immediate superior to use my own judgment and to try out my ideas in my work.	SA	A	U	D	SD
4.	Most people in this school are not willing to do more than is required of them.	SA	A	U	D	SD
5.	I am not committed to most of the goals of the school program.	SA	A	U	D	SD
6.	The longer I work with the people in this school, the more I feel a part of the group.	SA	A	U	D	SD
7.	My duties and responsibilities have little relationship to my training and interests.	SA	A	U	D	SD
8.	No matter how busy I am, I feel willing to put forth extra effort if there is a job to do or problem to solve.	SA	A	U	D	SD
9.	It is difficult for me to think of another school in which I would rather work.	SA	A	U	D	SD
10.	Personnel in this school are supervised too closely.	SA	A	U	D	SD
11.	Most of those things I am required to do don't contribute to worthwhile educational purposes.	SA	A	U	D	SD
12.	I would say that my morale is high.	SA	A	U	D	SD

SCHEDULE FOR INTERVIEWING PRINCIPALS

SCH 1. How do you see your school in relation to other secondary (elementary) schools in this area?

STU 2a. How would you describe the students in your school?

b. In what ways do the students affect what you have to do as principal?

PAR 3a. What about the parents?

b. In what ways do the parents affect what you have to do as principal?

COM 4. What people or groups do you have to be aware of and work with in running a school in this community? (Why?)

PROG 5a. Which areas of the educational program are most important to the people in this community (neighborhood)? (Academic preparation; social and personal development; vocational preparation.)

b. What are some of the things which limit you in having the kind of program you want in your school?

c. Which state and regional professional organizations - athletics, music, speech, vocational education - have the greatest influence in your program? (How in each case named?)

TEA 6a. How would you describe the teachers in your school? Their morale?

b. In what ways does this affect what you have to do as principal?

SYS 7a. In what areas are you free to decide what goes on in your school? (Ask about how explicitly the areas of authority are defined.)

b. How much does the superintendent involve you in the hiring of teachers?

c. Do you handle any funds? (If yes, what are they?)*

ROLE 8a. If you were considering a position as principal that has been offered to you in another system, what would be the most crucial single fact that you would like to know about the situation.

b. If your present superintendent asked you what would help you most to carry out your job more effectively, what would you ask for? (How would this help you?)

*This question elicited responses which indicated that handling funds is more related to particularities of system organization than to authority of the principal. These responses, therefore, were not presented in the findings.

Respondent No. ____________
Form T P S

DIFFERENTIAL VALUES INVENTORY
FORM M

Please respond to the statements below by placing the appropriate letter in the box that best expresses your feelings about each statement.

	Strongly Accept	Accept	Conditionally Accept	Conditionally Reject	Reject	Strongly Reject
Example 1. "I ought to..." A. Be reliable B. Be friendly	☐	A	B	☐	☐	☐
Example 2. "I ought to..." A. Hate my enemies B. Love my neighbors	B	☐	☐	☐	A	☐
Example 3. "I ought to..." A. Do what others do B. Always do what others do	☐	☐	☐	A	☐	B

In example 1 the respondent indicated that he accepted Statement A which suggested that he ought to be reliable. The respondent indicated also that he conditionally accepted statement B which suggested that he ought to be friendly.

In example 2 the respondent indicated that he strongly accepted statement B which suggested that he ought to love his neighbors. The respondent indicated also that he rejected statement A which suggested that he ought to hate his enemies.

In example 3 the respondent indicated that he conditionally rejected statement A which suggested that he ought to do what others do. The respondent indicated also that he strongly rejected statement B which suggested that he ought to always do what others do.

Adapted from Differential Values Inventory
by Permission of
Midwest Administration Center
University of Chicago

STATEMENTS

Remember:

Only one letter is to be written in a given box and both an A and a B must be written for each pair of statements.

Precede each statement with "I ought to........."	Strongly Accept	Accept	Conditionally Accept	Conditionally Reject	Reject	Strongly Reject
1. A. Work harder than most of those with a similar job. B. Work at least as hard as most of those with a similar job.	☐	☐	☐	☐	☐	☐
2. A. Enjoy myself doing things with others. B. Enjoy myself doing many things alone.	☐	☐	☐	☐	☐	☐
3. A. Attain a higher position than my father or mother attained. B. Enjoy more of the good things of life than my father and mother enjoyed.	☐	☐	☐	☐	☐	☐
4. A. Feel that the future is uncertain and unpredictable. B. Feel that the future is full of opportunities for me.	☐	☐	☐	☐	☐	☐
5. A. Rely on the advise of others in making decisions. B. Be independent of others in making decisions.	☐	☐	☐	☐	☐	☐
6. A. Put in long hours of work without distraction. B. Feel that I can't work long hours without distraction but I'll get the job done anyway.	☐	☐	☐	☐	☐	☐
7. A. Feel that it is most important to live for the future. B. Feel that today is important and I should live each day to the fullest.	☐	☐	☐	☐	☐	☐
8. A. Feel that "right" and "wrong" are relative terms. B. Feel that I should have strong convictions about what is right or wrong.	☐	☐	☐	☐	☐	☐
9. A. Feel that everyone misbehaves once in awhile but the important thing is not to make the same mistake over again. B. Feel that the most important thing in life is to strive for peace with God.	☐	☐	☐	☐	☐	☐

Precede each statement with "I ought to......."

	Strongly Accept	Accept	Conditionally Accept	Conditionally Reject	Reject	Strongly Reject
10. A. Feel that what others think about right and wrong should influence my thinking. B. Feel that my convictions about right and wrong are most important.	☐	☐	☐	☐	☐	☐
11. A. Defend my ideas about right and wrong. B. Be willing to be convinced on matters of right and wrong because "right" and "wrong" have different meanings for different people.	☐	☐	☐	☐	☐	☐
12. A. Make as many social contacts as possible. B. Be willing to sacrifice myself for a better world.	☐	☐	☐	☐	☐	☐
13. A. Get a job which will allow me to enjoy some of the luxuries of life. B. Get a job which will make me a success in life.	☐	☐	☐	☐	☐	☐
14. A. Feel comfortable doing as well as most people with a similar job. B. Feel comfortable doing better than most others with a similar job.	☐	☐	☐	☐	☐	☐
15. A. Feel that one of the primary things in life is to gain knowledge useful to me in the future. B. Feel that one of the primary things in life is to learn to get along well with people.	☐	☐	☐	☐	☐	☐
16. A. Do things without regard to what others may think. B. Do things which allow me to have fun and be happy.	☐	☐	☐	☐	☐	☐
17. A. Attend a Fourth of July celebration to enjoy myself being with people. B. Attend a Fourth of July celebration because it is my duty to be loyal to my country.	☐	☐	☐	☐	☐	☐
18. A. Do things which very few others can do. B. Do things cooperatively with others.	☐	☐	☐	☐	☐	☐
19. A. Use the same expressions my friends use so they won't think I'm odd. B. Speak in the most proper way.	☐	☐	☐	☐	☐	☐

Precede each statement with "I ought to..."	Strongly Accept	Accept	Conditionally Accept	Conditionally Reject	Reject	Strongly Reject
20. A. Feel that it is right to save for the future. B. Feel that whether or not it is right to save for the future is up to the individual.	☐	☐	☐	☐	☐	☐
21. A. Choose a job with plenty of opportunities for advancement even though pay isn't as high as I would like it to be. B. Choose a job in which I can work with many interesting people.	☐	☐	☐	☐	☐	☐
22. A. Choose a job in which I'll earn as much as most of my friends. B. Choose a job with plenty of opportunities for advancement even though the pay isn't as high as my friends receive.	☐	☐	☐	☐	☐	☐
23. A. Get the kind of job that will bring me in contact with many interesting people. B. Get the kind of job that will make me a success in life.	☐	☐	☐	☐	☐	☐
24. A. Feel that whether or not it is right to plan and save for the future is a matter of opinion. B. Feel that it is right to plan and save for the future.	☐	☐	☐	☐	☐	☐
25. A. Be willing to sacrifice myself for the sake of a better world. B. Feel it is important to behave like most other people do.	☐	☐	☐	☐	☐	☐
26. A. Be able to have most of the things my friends have. B. Be able to have enough money to lay away for future needs.	☐	☐	☐	☐	☐	☐
27. A. Feel that happiness is the most important thing in life. B. Feel that being respected is the most important thing in life.	☐	☐	☐	☐	☐	☐
28. A. Exert every effort to be more successful this year than I was last year. B. Be content with a reasonable amount of success and live longer.	☐	☐	☐	☐	☐	☐

Precede each statement with "I ought to....."

	Strongly Accept	Accept	Conditionally Accept	Conditionally Reject	Reject	Strongly Reject
29. A. Try very hard to overcome my emotions. B. Get as much pleasure as I can out of life now.	☐	☐	☐	☐	☐	☐
30. A. Feel it is important to be more successful this year than I was last year. B. Feel it is important to get along well with others.	☐	☐	☐	☐	☐	☐
31. A. Spend as much time as I can in working independently. B. Spend as much time as I can in having fun.	☐	☐	☐	☐	☐	☐
32. A. Feel that it is right to be very ambitious. B. Feel that it may or may not be right to be very ambitious depending on the individual.	☐	☐	☐	☐	☐	☐

GROUP..........
DATE..........
MALE.......... FEMALE..........
AGE..........

NAME..........

FIRO-B

	I	C	A
e			
w			

Please place number of the answer that best applies to you in the box at the left of the statement. Please be as honest as you can.

☐ 1. I try to be with people.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 2. I let other people decide what to do.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 3. I join social groups.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 4. I try to have close relationships with people.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 5. I tend to join social organizations when I have an opportunity.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 6. I let other people strongly influence my actions.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 7. I try to be included in informal social activities.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 8. I try to have close, personal relationships with people.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 9. I try to include other people in my plans.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 10. I let other people control my actions.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 11. I try to have people around me.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 12. I try to get close and personal with people.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 13. When people are doing things together I tend to join them.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 14. I am easily led by people.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 15. I try to avoid being alone.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 16. I try to participate in group activities.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

PLEASE BE AS HONEST AS YOU CAN

☐ 17. I try to be friendly to people.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 18. I let other people decide what to do.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 19. My personal relations with people are cool and distant.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 20. I let other people take charge of things.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 21. I try to have close relationships with people.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 22. I let other people strongly influence my actions.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 23. I try to get close and personal with people.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 24. I let other people control my actions.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 25. I act cool and distant with people.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 26. I am easily led by people.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 27. I try to have close, personal relationships with people.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

© William C. Schutz 1957
Reproduction in whole or part permitted for any purpose of the United States Government

(See other side)

☐ 28. I like people to invite me to things.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 29. I like people to act close and personal with me.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 30. I try to influence strongly other people's actions.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 31. I like people to invite me to join in their activities.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 32. I like people to act close toward me.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 33. I try to take charge of things when I am with people.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 34. I like people to include me in their activities.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 35. I like people to act cool and distant toward me.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 36. I try to have other people do things the way I want them done.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 37. I like people to ask me to participate in their discussions.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 38. I like people to act friendly toward me.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 39. I like people to invite me to participate in their activities.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

☐ 40. I like people to act distant toward me.
1. most people 2. many people 3. some people 4. a few people 5. one or two people 6. nobody

PLEASE REMEMBER TO BE AS HONEST AS YOU CAN

☐ 41. I try to be the dominant person when I am with people.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 42. I like people to invite me to things.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 43. I like people to act close toward me.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 44. I try to have other people do things I want done.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 45. I like people to invite me to join their activities.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 46. I like people to act cool and distant toward me.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 47. I try to influence strongly other people's actions.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 48. I like people to include me in their activities.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 49. I like people to act close and personal with me.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 50. I try to take charge of things when I'm with people.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 51. I like people to invite me to participate in their activities.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 52. I like people to act distant toward me.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 53. I try to have other people do things the way I want them done.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

☐ 54. I take charge of things when I'm with people.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

Respondent No. ____________

Form TPS

DOC SCALE

Please Read

When we make decisions, each of us tends to emphasize certain things that we think are important. This is true when we make decisions that affect only ourselves, as well as when we take part in arriving at decisions in the organizations to which we belong.

This opinionnaire instrument contains items that ask you to indicate some of the things that you think are most important to take into consideration when decisions are made. There are no right or wrong answers to any of the items. You are merely asked to indicate how you think and feel about each of the seven questions or situations presented in the opinionnaire.

DIRECTIONS: Read the following four items and indicate your response by placing a PLUS MARK (+) opposite the one alternative with which you most agree, and place a ZERO (0) opposite the alternative with which you least agree.

Remember: You should mark ONE alternative with a PLUS MARK and ONE alternative with a ZERO in each of the following four items.

1. When making a decision, I should usually select the course of action that is most likely to

_____ a. result in behavior that is similar to that which is practiced and approved by most people, even if it is personally uncomfortable to me.

_____ b. result in behavior that may be frowned upon by other people, but that best and most easily meets my own needs and ideas.

2. The most important problems in any public school organization are those that involve

_____ a. defining tasks clearly, obtaining competent personnel, and holding everyone responsible for doing what he is supposed to do.

_____ b. doing things that are important to employees in a manner they accept, but making sure that what needs to be done is done as effectively and efficiently as possible.

_____ c. developing individual initiative and morale, cooperation among workers, and facilitating a feeling of belonging to the organization among all group members.

+ = Most Agree   0 = Least Agree

3. When trying to see what is involved in a school problem that I must deal with, the most important thing to ask is:

____ a. Is this the best way to define the nature and scope of the problem?

____ b. Are the available facts and information correct and complete?

____ c. Are my principles and reasoning correct and is my conclusion logical?

____ d. Will I be able to deal with this problem in any way that I think is best?

4. When there is more than one possible outcome that might occur if I select a particular solution to an organizational problem, I should select the course of action that is most likely to

____ a. be in line with the current thinking of most experts in the area of the problem being considered.

____ b. bring about the greatest improvement in lowering costs and speeding up the time required to carry out necessary tasks.

____ c. take into account the complexity of status and interest groups, security, feelings by others about their participation in making decisions, as well as standards of quality and efficiency.

____ d. bring the strongest approval and support from the greatest number of people.

____ e. allow for modifications based on the personalities, interests, and idiosyncrasies of the people involved.

NOW READ THIS

DIRECTIONS: Now you are asked to make a slight change in the way you respond to the following three items.
Place a PLUS MARK (+) opposite the TWO alternatives with which you most agree, and place a ZERO (0) opposite the TWO alternatives with which you least agree.

Remember: You are to mark TWO alternatives with a PLUS MARK and TWO alternatives with a ZERO.

+ Most Agree
+ Most Agree

0 Least Agree
0 Least Agree

5. The best decision is usually the one that

_____ a. is in agreement with the opinion of experts who know what is best.

_____ b. is known to be best for the majority of people involved, even though they don't realize it.

_____ c. will get the job done in the most efficient manner without making too many people feel resentful.

_____ d. gives greatest consideration to what people want, but also is based upon what has proved to be successful in the past.

_____ e. most of the people involved say they want.

_____ f. is best for me and makes me feel happier.

6. The best way to bring about a change in the way things are done in a school organization is to

_____ a. use the same methods that have been found to be successful in most other school systems.

_____ b. make sure people keep within the limits of the tasks that have been assigned to them.

_____ c. require everyone to carry out the change in the way suggested by a system-wide or school-wide committee.

_____ d. suggest procedures that will help bring about the resolution of major issues and disagreements.

_____ e. make a tentative plan for bringing about the change, but make modifications as the situations shift and as reactions and results become clear.

_____ f. see that all decisions about the change and all group action are based on and follow what the majority wants.

_____ g. allow each person to decide if and how he should introduce the change in his work.

+ Most Agree O Least Agree

+ Most Agree O Least Agree

7. To find out if the right decision was made regarding a school problem, I should see if

_____ a. the results are similar to what most other schools think is right.

_____ b. the task we set out to do has been accomplished, even if the work was distasteful to many people.

_____ c. we have learned how to face facts and learn from them, and we have learned to apply facts with common sense.

_____ d. we did the job as well as we could within the limits of own skills and abilities and the resources available.

_____ e. I have improved my ability to reason logically and have also increased my understanding of myself and of others.

_____ f. it results in attitudes that enable me to work with others more cooperatively on problems of common concern.

_____ g. the outcomes contribute the greatest happiness to the greatest number of people.

_____ h. as a result, I have been able to do more things that bring me pleasure and professional satisfaction.

Respondent No. ____________________

Form TPS

IMPORTANCE OF TASKS

The following tasks have been found to be important to the school principal's job. How important are they in the job of your principal?

CIRCLE the appropriate symbol to the left of each statement to indicate how strongly you agree or disagree on the importance of this task for the principal of your school.

CODE

SA	Strongly agree (This task is very important).
A	Agree (This task is fairly important).
D	Disagree (This task is of little importance).
SD	Strongly disagree (This task is not at all important).

IT IS IMPORTANT FOR THE PRINCIPAL IN OUR SCHOOL TO:

SA A D SD 1. Identify and study curriculum and instructional problems.

SA A D SD 2. Decide if a particular instructional method should be used.

SA A D SD 3. Make sure that any curriculum change needed to improve the instructional program is carried out.

SA A D SD 4. Evaluate periodically the effectiveness of the curriculum and classroom teaching.

SA A D SD 5. Identify what needs to be done to help teachers grow professionally.

SA A D SD 6. See that a program for self-improvement of teachers is developed.

SA A D SD 7. Encourage teachers to maintain high standards of classroom performance.

SA A D SD 8. Evaluate the effects of any in-service program for teachers.

SA A D SD 9. Find out how school-community relationships can be improved.

SA A D SD 10. Decide what the relationship of parents to school policies and procedures should be.

SA A D SD 11. Develop a systematic method for informing the community about the school program.

SA A D SD 12. Assess the outcomes of attempts to improve school-community relationships.

SA A D SD 13. See if changes are needed in the allocation of funds for instructional materials and equipment.

SA A D SD 14. Set up an effective system of record keeping.

SA A D SD 15. Take a major part in establishing rules for the care and use of equipment.

SA A D SD 16. Find out if the present system of keeping records is satisfactory or could be improved.

Respondent No. ________
Form P

BACKGROUND INFORMATION

The following information is required to classify the responses. No information will ever be used by any person or group other than the research staff.

1. What is your name?____________________

2. What is your age? (Please answer in years) ____________ Yrs.

3. What is your sex? (Please check one) Male ____________ (1)
Female ____________ (2)

4. What is the highest degree you hold? (Please check one) Bachelors ____________ (1)
Masters ____________ (2)
Doctors ____________ (3)

5. How many semester hours do you have beyond this degree? ____________ Hrs.

6. How many years have you been an Educator? ____________ Yrs.

7. How many years have you worked in this school system? ____________ Yrs.

8. How many years have you been in your present position? ____________ Yrs.

9a. Do you have any teaching responsibilities? (Please check one) Yes ____________
No ____________

b. If yes, what proportion of time in administration? (Please give percentage) ____________%

8

Respondent No. ____________
Form S

BACKGROUND INFORMATION

The following information is required to classify the responses. No information will ever be used by any person or group other than the research staff.

1. What is your name? ______________________________
2. What is your age? (Please answer in years) ____________ Yrs.
3. What is your sex? (Please check one)
   - Male ____________ (1)
   - Female ____________ (2)
4. What is the highest degree you hold? (Please check one)
   - Bachelors ____________ (1)
   - Masters ____________ (2)
   - Doctors ____________ (3)
5. How many semester hours do you have beyond this degree? ____________ Hrs.
6. How many years have you been an Educator? ____________ Yrs.
7. How many years have you worked in this school system? ____________ Yrs.
8. How many years have you been in your present position? ____________ Yrs.

Respondent No. ______________
Form T

BACKGROUND INFORMATION

The following information is required in order to classify the responses.

No information will ever be used by any person or group other than the research staff.

1. What is your name? ______________________________

2. What is your age? (please answer in years) ______________ Yrs.

3. What is your sex? (Please check one)
   - Male ______________ (1)
   - Female ______________ (2)

4. What is the highest degree that you presently hold? (Please check one)
   - Bachelors ______________ (1)
   - Masters ______________ (2)
   - Doctors ______________ (3)

5. How many semester hours have you completed beyond that degree? ______________ Hrs.

6. Are you teaching full time in this school? (Please check one)
   - Yes ______________ (1)
   - No ______________ (2)

7. If you are an elementary school teacher, what grade(s) are you now teaching? (Please check one)
   - K ______________ (1)
   - First ______________ (2)
   - Second ______________ (3)
   - Third ______________ (4)
   - Fourth ______________ (5)
   - Fifth ______________ (6)
   - Sixth ______________ (7)

8. If you are a high school teacher, what subject(s) are you now teaching? (Please check one)
   - Language Arts ______________ (1)
   - Social Studies ______________ (2)
   - Mathematics ______________ (3)
   - Science ______________ (4)
   - Business Education ______________ (5)
   - Fine Arts ______________ (6)
   - Vocational Education (Home Ec., Agri., Indust. Arts) ______________ (7)
   - Physical Education ______________ (8)
   - Other (write in) ______________ (9)

9. How many years teaching experience have you had? ______________ Yrs.

10. How many years have you taught under present principal? ______________ Yrs.

11. Have you ever been a school principal? (Please check one)
    - Yes ______________ (1)
    - No ______________ (2)

12. Have you ever been a school superintendent? (Please check one)
    - Yes ______________ (1)
    - No ______________ (2)

APPENDIX C

TABLE C1

TRADITIONAL VALUES SCORES ON DIFFERENTIAL VALUES INVENTORY

System	School	Superintendent	Principal	Teachers
A		17		
	11		17	19
	12		14	19
B		16		
	13		18	20
	14		12	19
C		21		
	15		17	18
	16		19	17
D		NR		
	17		20	21.5
	18		20	21.5
E		16		
	19		19	18
	20		19	17
F		20		
	21		NR	19
	22		NR	17
G		18		
	23		NR	20
	24		19	21
H		NR		
	25		20	17
	26		9	19
I		22		
	27		18	19
	28		18	18
J		19		
	29		24	20
	30		20	18
K		22		
	31		22	17
	32		22	19
L		22		
	33		18	18
	34		27	21
M		17		
	35		16	17.5
	36		18	20
N		24		
	37		20	18
	38		18	19
O		22		
	39		21	21
	40		21	19.5
P		NR		
	41		15	19
	43		23	19
		17		
	42		21	17.5
	44		28	20
Q		13		
	45		19	21
	47		21	23
		18		
	46		19	1[illegible]
	48		14	21
R		18		
	49		19	19
	50		17	18.5
S		23		
	51		23	20
	52		16	19
T		NR		
	53		21	20
	54		19	18.5
U		23		
	55		NR	19
	56		22	16

Position	Q1	Md.	Q3	Range
Superintendents	17	19	22	13-24
Elementary Prin.	16	19	21	9-28
Secondary Prin.	18	19	21	15-24
Elem. Teachers	18	19	20	16-22
Sec. Teachers	18	19	20	17-23
All Principals	18	19	21	9-28
All Teachers	18	19	20	16-23

TABLE C2

DIFFERENCES IN TRADITIONAL VALUES SCORES ON DIFFERENTIAL VALUES INVENTORY

System	School	Supt.-Prin.	Prin.-Teach.
A	11	0	-2
	12	+3	-5
B	13	-2	-2
	14	+4	-7
C	15	+4	-1
	16	+2	+2
D	17	--	-2
	18	--	-2
E	19	-3	+1
	20	-3	+2
F	21	--	--
	22	--	--
G	23	--	--
	24	-1	-2
H	25	--	+3
	26	--	-10
I	27	+1	-1
	28	+4	0
J	29	-5	+4
	30	-1	+2
K	31	0	+5
	32	0	+3
L	33	+4	0
	34	-5	+6
M	35	+1	-2
	36	-1	-2
N	37	+4	+2
	38	+6	-1
O	39	+1	0
	40	+1	+1
P	41	--	-4
	42	-4	+2.5
	43	--	+4
	44	-18	+8
Q	45	-6	-2
	46	-1	0
	47	-8	-2
	48	+4	-7
R	49	+5	-19
	50	+1	-2
S	51	+10	-4
	52	+7	-3
T	53	--	-13
	54	--	0
U	55	-11	+12
	56	+1	+6

Position Dyads	Q1	Md.	Q3
Supt.-Elem. Principal	-3	+1	+4
Supt.-Sec. Principal	-3	0	+4
Elem. Prin.-Elem. Teachers	-2	0	+2
Sec. Prin.-Sec. Teachers	-2	0	+2

+ = First person (Superintendent or Principal) higher Traditional score than second person or group.

- = First person has lower Traditional score than second person or group.

TABLE C3

REJECTIONS SCORES ON DIFFERENTIAL VALUES INVENTORY

System	School	Superintendent	Principal	Teachers
A		50		
	11		51	49
	12		32	47
B		49		
	13		59	47
	14		48	49
C		57		
	15		43	43
	16		59	45
D		NR		
	17		41	48.5
	18		46	46
E		43		
	19		49	55
	20		49	49
F		41		
	21		NR	48
	22		NR	45
G		46		
	23		NR	48
	24		76	54.5
H		NR		
	25		56	43.5
	26		37	49
I		38		
	27		48	47.5
	28		61	53
J		47		
	29		65	46
	30		56	42
K		49		
	31		30	52
	32		39	58
L		47		
	33		43	46
	34		45	46
M		38		
	35		52	57
	36		62	69
N		31		
	37		58	42
	38		44	50.5
O		45		
	39		34	53
	40		48	52.5
P		NR		
	41		33	47.5
	43		51	46
		55		
	42		55	50.5
	44		80	57
Q		46		
	45		57	46
	47		42	43.5
		59		
	46		37	52
	48		46	58.5
R		41		
	49		53	38
	50		36	54.5
S		53		
	51		73	48.5
	52		43	47
T		NR		
	53		41	47
	54		34	37
U		44		
	55		NR	48.5
	56		55	43

Position	Q1	Md.	Q3
Superintendent	41	46	50
Elem. Prin.	39	48	56
Sec. Prin.	41	50	57
Elem. Teachers	46	49	55
Sec. Teachers	46	48	49
All Principals	44	48	56
All Teachers	45	48	52

TABLE C4

DIFFERENCES IN REJECTION SCORES ON DIFFERENTIAL VALUES INVENTORY

System	School	Supt.-Prin.	Prin.-Teach.
A	11	-1	+2
	12	+18	-15
B	13	-10	+12
	14	+1	-1
C	15	+14	0
	16	-2	+14
D	17	--	-8
	18	--	0
E	19	-6	-6
	20	-6	0
F	21	--	--
	22	--	--
G	23	--	--
	24	-30	+21
H	25	--	--
	26	--	-12
I	27	-10	0
	28	-23	+8
J	29	-18	+19
	30	-9	+14
K	31	+19	-22
	32	+10	-19
L	33	+4	-3
	34	+2	-1
M	35	-14	-5
	36	-24	-7
N	37	-27	+16
	38	-13	-7
O	39	+11	-19
	40	-3	-5
P	41	--	-14.5
	42	0	+4.5
	43	--	+5
	44	0	+23
Q	45	-11	+11
	46	+27	-15
	47	+4	-.5
	48	+13	-12.5
R	49	-12	+15
	50	+5	-19
S	51	-20	+24
	52	+10	-4
T	53	--	-6
	54	--	-13
U	55	--	--
	56	-11	+12

Position Dyads	Q1	Md.	Q3
Supt.-Elem. Principal	-13	-1	+9
Supt.-Sec. Principal	-14	-8	+11
Elem. Prin.-Elem. Teachers	-13	-3	+8
Sec. Prin.-Sec. Teachers	-6	0	+12

TABLE C5

BASIC DATA ON INCLUSION DIMENSION: Expressed and Wanted Behavior

System	School	Expressed			Wanted		
		Supt.	Prin.	Teach.	Supt.	Prin.	Teach.
A	11	8	7	5	7	4	2
	12	8	7	6	7	1	5
B	13	6	4	6	0	6	3
	14	6	5	5	0	0	2
C	15	6	3	5	9	8	2
	16	6	8	6	9	6	0
D	17	7	6	7	0	1	3
	18	7	6	7	0	9	3
E	19	3	9	6	7	9	6
	20	3	7	4	7	1	5
F	21	8	4	5	8	6	3
	22	8	4	5	8	0	0
G	23	7	8	7	4	9	2
	24	7	5	4	4	8	5
H	25	9	9	5	9	9	4
	26	9	8	3	9	8	6
I	27	5	5	5	7	7	2
	28	5	3	6	7	0	9
J	29	5	5	5	4	9	3
	30	5	9	5	4	8	3
K	31	7	6	5	7	0	3
	32	7	5	7	7	9	4
L	33	5	8	6	3	9	5
	34	5	3	4	3	3	0
M	35	4	3	6	0	0	1
	36	4	5	5	0	5	1
N	37	4	3	5	7	0	3
	38	4	3	4	7	2	2
O	39	7	5	5	8	0	1
	40	7	5	4	8	3	0
P	41	6	5	6	0	9	3
	42	5	5	5	0	5	2
	43	6	9	6	0	9	2
	44	5	8	7	0	9	5
Q	45	5	5	5	6	9	1
	46	4	7	5	0	5	3
	47	5	8	5	6	6	4
	48	4	3	5	0	0	5
R	49	7	9	4	5	9	1
	50	7	2	6	5	0	5
S	51	4	3	5	1	0	1
	52	4	2	4	1	0	1
T	53	6	8	5	2	0	2
	54	6	6	4	2	0	0
U	55	9	4	5	9	1	4
	56	9	5	6	9	2	5

TABLE C5 - Continued

	Supt.		All Prin.		Sec. Prin.		Elem. Prin.		All Teach.		Sec. Teach.		Elem. Teach	
	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Median	6	5	5	5	5	6	5	3	5	3	5	3	5	3
Q1	5	0	4	0	4	0	3	0	4	1	5	2	4	1
Q3	7	7	8	9	8	9	7	8	6	4	6	3	6	5

TABLE C6

BASIC DATA ON CONTROL DIMENSION: Expressed and Wanted Behavior

System	School	Expressed			Wanted		
		Supt.	Prin.	Teach.	Supt.	Prin.	Teach.
A	11	5	6	3	5	7	5
	12	5	0	0	5	3	4
B	13	3	4	3	6	7	5
	14	3	3	2	6	5	5
C	15	4	0	3	6	3	5
	16	4	1	3	6	3	4
D	17	1	4	1	4	7	4
	18	1	7	0	4	5	5
E	19	9	9	4	7	3	5
	20	9	1	1	7	6	5
F	21	7	0	3	6	4	5
	22	7	0	2	6	5	4
G	23	4	8	3	4	2	5
	24	4	1	3	4	3	5
H	25	6	5	1	9	4	5
	26	6	5	6	9	7	6
I	27	4	8	2	7	6	5
	28	4	2	9	7	3	5
J	29	5	8	2	8	7	5
	30	5	3	2	8	8	5
K	31	6	4	2	5	9	5
	32	6	1	4	5	4	5
L	33	3	2	2	5	5	4
	34	3	2	0	5	4	4
M	35	2	0	3	5	1	4
	36	2	0	0	5	1	4
N	37	6	4	1	7	2	5
	38	6	2	0	7	6	5
O	39	5	3	2	8	5	5
	40	5	2	0	8	4	5
P	41	0	9	2	4	5	5
	42	0	5	0	6	5	6
	43	0	7	2	4	6	5
	44	0	0	0	6	3	4
Q	45	9	8	3	9	1	5
	46	3	3	0	5	5	5
	47	9	4	3	9	4	5
	48	3	5	1	5	4	5
R	49	5	2	2	4	2	6
	50	5	4	1	4	6	6
S	51	6	4	3	5	6	4
	52	6	1	0	5	7	4
T	53	3	2	3	3	2	5
	54	3	5	1	3	6	7
U	55	4	1	1	5	5	5
	56	4	1	4	5	8	5

TABLE C6 - Continued

	Supt.		All Prin.		Sec. Prin.		Elem. Prin.		All Teach.		Sec. Teach		Elem. Teach.	
	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Median	4	5	3	5	4	5	2	5	2	5	2	5	1	5
Q1	3	5	1	3	2	2	1	3	1	5	2	5	0	4
Q3	6	7	5	6	8	6	4	6	3	5	3	5	3	5

TABLE C7

BASIC DATA ON AFFECTION DIMENSION: Expressed and Wanted Behavior

		Expressed			Wanted		
System	School	Supt.	Prin.	Teach.	Supt.	Prin.	Teach.
A	11	7	8	3	8	7	5
	12	7	3	5	8	5	6
B	13	6	8	3	5	6	5
	14	6	5	3	5	5	6
C	15	3	2	3	6	6	5
	16	3	7	6	6	6	5
D	17	3	4	4	5	7	5
	18	3	3	4	5	5	6
E	19	3	1	4	5	9	5
	20	3	3	3	5	5	6
F	21	8	3	4	9	5	5
	22	8	3	3	9	5	5
G	23	3	9	3	5	9	5
	24	3	4	3	5	5	5
H	25	8	8	3	9	9	8
	26	8	8	6	9	5	6
I	27	8	3	3	8	8	5
	28	8	3	3	8	5	4
J	29	3	3	3	5	7	4
	30	3	8	3	5	8	4
K	31	5	3	3	5	8	5
	32	5	6	5	5	5	7
L	33	3	8	5	5	8	5
	34	3	2	2	5	5	5
M	35	3	3	3	0	0	5
	36	3	6	4	0	7	5
N	37	3	0	4	7	3	6
	38	3	3	3	7	5	5
O	39	4	4	3	5	1	6
	40	4	5	4	5	7	5
P	41	4	3	4	5	9	4
	42	3	5	3	5	5	5
	43	4	5	4	5	5	5
	44	3	8	4	5	8	5
Q	45	4	1	3	7	6	5
	46	3	5	3	7	6	5
	47	4	1	3	7	8	4
	48	3	4	5	7	1	5
R	49	7	9	4	7	9	5
	50	7	3	4	7	2	5
S	51	3	2	3	5	0	5
	52	3	3	3	5	5	5
T	53	5	5	3	5	5	4
	54	5	5	3	5	2	4
U	55	6	3	4	8	5	5
	56	6	8	3	8	5	5

TABLE C7 - Continued

	Supt.		All Prin.		Sec. Prin.		Elem. Prin.		All Teach.		Sec. Teach.		Elem. Teach.	
	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Median	4	5	4	5	3	7	5	5	3	5	3	5	3	5
Q1	3	5	3	5	2	5	3	5	3	5	3	5	3	5
Q3	6	7	6	7	8	8	6	6	4	5	4	5	4	6

TABLE C8

PRINCIPAL - FIRO-B

Z Scores

System	School	Expressed Inclusion	Wanted Inclusion	Expressed Control	Wanted Control	Expressed Affection	Wanted Affection
A	11	57	49	58	61	65	65
	12	57	40	36	39	43	47
B	13	41	54	51	61	65	51
	14	46	38	47	50	52	47
C	15	36	60	36	39	39	51
	16	62	54	40	39	61	51
D	17	51	40	51	61	48	56
	18	51	62	62	50	43	47
E	19	67	62	70	39	35	65
	20	57	40	40	55	43	47
F	21	41	54	36	45	43	47
	22	41	38	36	50	43	47
G	23	62	62	66	34	70	65
	24	46	60	40	39	48	47
H	25	67	62	55	45	65	65
	26	62	60	55	61	65	47
I	27	46	57	66	55	43	60
	28	36	38	44	39	43	47
J	29	46	62	66	61	43	56
	30	67	60	47	66	65	60
K	31	51	38	51	71	43	60
	32	46	62	40	45	57	47
L	33	62	62	44	50	65	60
	34	36	46	44	45	39	47
M	35	36	38	36	29	43	24
	36	46	52	36	29	57	56

TABLE C8 - Continued

System	School	Expressed Inclusion	Wanted Inclusion	Expressed Control	Wanted Control	Expressed Affection	Wanted Affection
N	37	36	38	51	34	30	38
	38	36	43	44	55	43	47
O	39	46	38	47	50	48	29
	40	46	46	44	45	52	56
P	41	46	62	70	50	43	65
	42	46	52	55	50	52	47
	43	67	62	62	55	52	47
	44	62	62	36	39	65	60
Q	45	46	62	66	29	35	51
	46	51	52	47	50	52	51
	47	62	54	51	45	30	60
	48	36	38	55	45	48	24
R	49	67	62	44	34	70	65
	50	31	38	51	55	43	33
S	51	36	38	51	55	39	24
	52	31	38	40	61	43	47
T	53	62	38	44	34	52	47
	54	51	38	55	55	52	33
U	55	41	41	40	50	43	47
	56	46	43	40	66	65	47

TABLE C9

SUPERINTENDENT -FIRO-B

Z Scores

System	Schools	Expressed Inclusion	Wanted Inclusion	Expressed Control	Wanted Control	Expressed Affection	Wanted Affection
A	11/12	62	57	55	50	61	60
B	13/14	51	38	47	55	57	47
C	15/16	51	62	51	55	43	51
D	17/18	57	38	40	45	43	47
E	19/20	36	57	70	61	43	47
F	21/22	62	60	62	55	65	65
G	23/24	57	49	51	45	43	47
H	25/26	67	62	58	71	65	65
I	27/28	46	57	51	61	65	60
J	29/30	46	49	55	66	43	47
K	31/32	57	57	58	50	52	47
L	33/34	46	46	47	50	43	47
M	35/36	41	38	44	50	43	24
N	37/38	41	57	58	61	43	56
O	39/40	57	60	55	66	48	47
P	41/43	51	38	36	45	48	47
	42/44	46	38	36	55	43	47
Q	45/47	46	54	70	71	48	56
	46/48	41	38	47	50	43	56
R	49/50	57	52	55	45	61	56
S	51/52	41	40	58	50	43	47
T	53/54	51	43	47	39	52	47
U	55/56	67	62	51	50	57	60

TABLE C10

TEACHER - FIRO-B

Z Scores

System	School	Expressed Inclusion	Wanted Inclusion	Expressed Control	Wanted Control	Expressed Affection	Wanted Affection
A	11	48	46	56	52	44	49
	12	58	61	38	36	67	62
B	13	58	51	56	52	44	49
	14	48	46	50	52	44	62
C	15	48	46	56	52	44	49
	16	58	35	56	36	78	49
D	17	68	51	44	36	55	49
	18	68	51	38	52	55	62
E	19	58	66	61	52	55	49
	20	37	61	44	52	44	62
F	21	48	51	56	52	55	49
	22	48	35	50	36	44	49
G	23	68	46	56	52	44	49
	24	37	61	56	52	44	49
H	25	48	56	44	52	44	88
	26	27	66	73	67	78	62
I	27	48	46	50	52	44	49
	28	58	81	90	52	44	36
J	29	48	51	50	52	44	36
	30	48	51	50	52	44	36
K	31	48	51	50	52	44	49
	32	68	56	61	52	67	75
L	33	58	61	50	36	67	49
	34	37	35	38	36	32	49
M	35	58	40	56	36	44	49
	36	48	40	38	36	55	49

TABLE C10 - Continued

System	School	Expressed Inclusion	Wanted Inclusion	Expressed Control	Wanted Control	Expressed Affection	Wanted Affection
N	37	48	51	44	52	55	62
	38	37	46	38	52	44	49
O	39	48	40	50	52	44	62
	40	37	35	38	52	55	49
P	41	58	51	50	52	55	36
	42	48	46	38	67	44	49
	43	58	46	50	52	55	49
	44	68	61	38	36	55	49
Q	45	48	40	56	52	44	49
	46	48	51	38	52	44	49
	47	48	56	36	52	44	36
	48	48	61	44	52	67	49
R	49	37	40	50	67	55	49
	50	58	61	44	67	55	49
S	51	48	40	56	36	44	49
	52	37	40	38	36	44	49
T	53	48	46	56	52	44	36
	54	37	35	44	82	44	36
U	55	48	56	44	52	55	49
	56	58	61	61	52	44	49

TABLE C11

COMPATIBILITY OF INCLUSION DIMENSION:
Reciprocal, Originator, and Interchange Compatibility

System		Supt.-Prin.			Prin.-Teach.		
		rK	oK	xK	rK	oK	xK
A	11	4	4	4	6	6	4
	12	7	7	7	7	7	5
B	13	4	4	4	1	1	1
	14	11	11	1	8	8	2
C	15	8	-8	4	4	-8	4
	16	8	8	8	1	-1	1
D	17	12	12	0	9	9	3
	18	8	4	8	4	1	3
E	19	8	-4	8	6	0	6
	20	2	-10	2	5	5	1
F	21	6	-2	6	2	-4	2
	22	12	4	12	9	9	1
G	23	6	2	6	8	4	8
	24	2	-0	2	4	-4	4
H	25	0	0	0	9	1	9
	26	2	0	2	7	-3	8
I	27	4	-4	0	5	-5	5
	28	9	1	9	6	-6	12
J	29	5	-3	5	7	-7	1
	30	8	2	8	9	3	9
K	31	8	6	8	8	8	2
	32	4	-4	0	3	-1	3
L	33	9	1	9	6	0	6
	34	2	2	2	4	4	2
M	35	7	7	1	8	8	4
	36	6	4	6	4	4	4

TABLE C11 - Continued

System	School	Supt.-Prin.			Prin.-Teach.		
		rK	oK	xK	rK	oK	xK
N	37	8	0	8	5	5	5
	38	6	-2	6	3	3	1
O	39	10	4	10	9	9	1
	40	7	1	7	6	6	4
P	41	10	11	1	5	-1	5
	42	5	5	5	3	3	3
	43	12	6	12	10	4	6
	44	12	4	12	5	-3	5
Q	45	10	6	10	8	6	8
	46	8	6	8	4	4	4
	47	10	6	10	5	3	5
	48	7	7	1	7	3	7
R	49	6	2	6	13	3	13
	50	10	-1	1	9	3	9
S	51	6	6	2	7	7	3
	52	5	5	3	5	5	3
T	53	12	12	0	11	11	1
	54	10	10	14	10	10	2
U	55	13	3	13	4	4	4
	56	11	3	11	4	4	4

		Total			Secondary			Elementary		
		Md.	Q1	Q3	Md.	Q1	Q3	Md.	Q1	Q3
Supt.-Prin.	rK	8	5	10	8	6	10	7	5	10
	oK	4	0	6	4	0	6	4	0	6
	xK	6	2	8	6	1	9	6	2	8
Prin.-Teach.	rK	6	4	8	7	5	9	5	4	7
	oK	3	0	6	4	0	7	3	-1	5
	xK	4	2	6	4	2	6	4	2	5

TABLE C12

COMPATIBILITY ON CONTROL DIMENSION:
Reciprocal, Originator, and Interchange Compatibility

System	School	Supt.-Prin.			Prin.-Teach.		
		rK	oK	xK	rK	oK	xK
A	11	3	-1	3	5	-3	5
	12	7	-3	7	7	-7	1
B	13	6	-6	2	5	-5	3
	14	5	-5	1	5	-5	1
C	15	6	-5	7	5	-5	5
	16	3	-3	3	6	-4	6
D	17	6	-6	6	6	-6	6
	18	7	-1	7	7	-3	7
E	19	8	8	4	5	5	3
	20	9	-3	9	9	-9	1
F	21	9	-3	9	6	-6	4
	22	8	-4	8	7	-7	1
G	23	6	6	2	4	-4	2
	24	4	-2	4	4	-4	4
H	25	6	-2	6	3	3	4
	26	5	-5	3	2	-2	0
I	27	3	-1	3	7	-1	7
	28	6	-4	6	9	3	9
J	29	2	-2	2	8	-2	8
	30	8	-8	2	8	-8	4
K	31	4	-4	2	8	-8	6
	32	6	-2	6	4	-4	4
L	33	5	-1	1	5	-5	1
	34	4	-4	2	2	-6	2
M	35	6	-4	6	6	-2	6
	36	6	-2	6	5	-5	3

TABLE C12 - Continued

System	School	Supt.-Prin.			Prin.-Teach.		
		rK	oK	xK	rK	oK	xK
N	37	7	1	7	2	-2	0
	38	5	-5	5	9	-9	3
O	39	5	-5	5	5	-5	1
	40	7	-5	7	7	-9	1
P	41	10	9	1	7	1	7
	42	6	-6	4	6	-6	4
	43	6	-3	9	6	-2	3
	44	9	-9	3	7	-7	1
Q	45	2	-2	0	2	-2	0
	46	4	-4	0	7	-7	3
	47	2	-2	0	2	-2	0
	48	1	-1	1	3	-3	3
R	49	5	1	5	4	-4	4
	50	1	-1	1	7	-7	3
S	51	1	-1	1	3	-3	3
	52	5	-5	3	10	-10	4
T	53	2	0	2	4	-2	4
	54	5	-1	5	7	-7	4
U	55	5	-5	3	8	-8	0
	56	8	-8	0	8	-8	0

		Total			Secondary			Elementary		
		Md.	Q1	Q3	Md.	Q1	Q3	Md.	Q1	Q3
Supt.-Prin.	rK	6	4	7	5	3	6	6	4	7
	oK	-3	-5	-1	-2	-4	0	-4	-5	-2
	xK	3	2	6	3	2	6	4	2	6
Prin.-Teach.	rK	6	4	7	5	4	6	7	5	8
	oK	-5	-7	-2	-3	-5	-2	-7	-8	-4
	xK	3	1	4	4	1	6	3	1	4

TABLE C13

COMPATIBILITY ON AFFECTION DIMENSION: Reciprocal, Originator, and Interchange Compatibility

System	School	Supt.-Prin.			Prin.-Teach.		
		rK	oK	xK	rK	oK	xK
A	11	0	0	0	7	-1	7
	12	7	-3	7	3	-3	3
B	13	3	3	3	6	0	6
	14	11	1	1	3	-3	1
C	15	7	-7	1	6	-6	0
	16	2	2	2	4	-4	4
D	17	5	-5	3	4	4	2
	18	4	-4	0	4	-4	2
E	19	10	-10	2	9	-9	1
	20	4	-4	0	5	-5	1
F	21	9	-3	9	3	-3	1
	22	9	-3	9	4	-4	0
G	23	10	-2	10	10	-2	10
	24	3	-1	1	3	-3	1
H	25	2	2	0	6	-6	6
	26	4	2	4	3	3	1
I	27	5	-5	5	7	-7	3
	28	8	-2	8	3	-2	0
J	29	6	-6	2	5	-5	3
	30	8	-2	8	9	-1	9
K	31	5	-5	1	7	-7	3
	32	1	1	1	1	-1	1
L	33	8	-2	8	6	0	6
	34	5	-5	1	6	0	6
M	35	6	6	0	5	1	5
	36	10	2	10	4	-2	4

TABLE C13 - Continued

System	School	Supt.-Prin.			Prin.-Teach.		
		rK	oK	xK	rK	oK	xK
N	37	7	-7	7	7	-5	7
	38	6	-6	2	4	-4	0
O	39	4	2	4	4	0	4
	40	3	-3	3	3	-3	3
P	41	7	-7	3	5	-6	4
	42	2	-2	2	2	3	7
	43	1	0	0	1	-1	1
	44	8	-2	8	7	-1	7
Q	45	11	-11	1	9	-9	1
	46	5	-5	1	4	-4	2
	47	11	-11	1	8	-8	2
	48	5	-1	5	5	3	5
R	49	4	0	4	9	-1	9
	50	9	1	1	4	2	4
S	51	6	0	6	6	-4	6
	52	4	-4	0	4	-4	0
T	53	0	0	0	3	-1	3
	54	3	3	3	2	2	0
U	55	6	-4	6	3	-3	1
	56	1	1	1	5	1	5

		Total			Secondary			Elementary		
		Md.	Q1	Q3	Md.	Q1	Q3	Md.	Q1	Q3
Supt.-Prin.	rK	5	3	8	6	4	8	4	3	8
	oK	-2	-5	+1	-3	-7	0	-2	-4	+1
	xK	2	1	6	3	1	6	2	1	7
Prin.-Teach.	rK	4	3	6	6	4	7	4	3	5
	oK	-3	-4	0	-3	-6	-1	-2	-4	+1
	xK	3	1	6	3	1	6	2	1	5

TABLE C14

SUMMARY OF COMPATIBILITY MEASURES, FIRO-B
In Terms of Reciprocal, Originator, and Interchange Compatibility

(Figure for Teachers is the Median)

System	School	Supt.-Prin.			Prin.-Teach.		
		rK	oK	xK	rK	oK	xK
A	11	7*	5*	7*	18	10	16
	12	21	13	21**	17	17**	9
B	13	13	13	9	12*	6*	10
	14	17	17**	3*	16	16	4*
C	15	21	20**	12	15	19**	9
	16	13	13	13	11*	9*	11
D	17	23**	23**	9	19	19**	11
	18	19	9	15	15	8*	12
E	19	26**	22**	14	20**	14	10
	20	15	17	11	19	19**	3*
F	21	24**	8	24**	11*	13	7*
	22	29**	11	29**	20**	20**	2*
G	23	22**	10	18	22**	10	20**
	24	9*	3*	7*	11*	11	9
H	25	8*	4*	6*	18	10	19**
	26	11	7*	9	12*	8*	9
I	27	12	10	8	19	13	15
	28	23**	7*	23**	18	11	21**
J	29	13	11	9	20**	14	12
	30	24**	12	18	26**	12	22**
K	31	17	15	11	23**	23**	11
	32	11	7*	7*	8*	6*	8
L	33	22**	4*	18	17	5*	13
	34	11	11	5*	12*	10	10
M	35	19	17**	7*	19	11	15
	36	22**	8	22**	13*	11	11

TABLE C14 - Continued

System	School	Supt.-Prin.			Prin.-Teach.		
		rK	oK	xK	rK	oK	xK
N	37	22**	8	22**	14*	12	12
	38	17	13	13	16	16	4*
O	39	19	11	19**	18	14	6*
	40	17	9	17	16	18**	8
P	41	27**	27**	5*	17	8*	16
	42	13	13	11	11*	12	14
	43	22**	9	21**	17	7*	10
	44	29**	15	23**	19	11	13
Q	45	23**	19**	11	19	17**	9
	46	17	15	9	15	15	9
	47	23**	19**	11	15	13	7*
	48	13	9	7*	15	9*	15
R	49	15	3*	15	26**	8*	26**
	50	20	3*	3*	20**	12	16
S	51	13	7*	9	16	14	12
	52	14	14	6*	19	19**	7*
T	53	14	12	18	18	14	8
	54	18	14	22**	19	19**	6*
U	55	24**	12	22**	15	15	5*
	56	20	12	12	17	13	9

All Schools	Md.	Q1	Q3
Supt-Prin.			
rK	13	11	21
oK	12	8	15
xK	12	8	18
Prin.-Teach.			
rK	17	15	19
oK	13	10	16
xK	10	8	18

* Below Q1
** Above Q3

By Column

TABLE C15

SUMMARY OF COMPATIBILITY MEASURES, FIRO-B:
In Terms of Inclusion, Control, and Affection Dimensions

(Figure for Teachers is the Median)

System	School	Supt.-Prin.			Prin.-Teach.		
		Incl.	Con.	Affec.	Incl.	Con.	Affec.
A	11	12	7*	0*	16	13	15
	12	21	17	17	19	15	9
B	13	12*	14	9	3	16	12
	14	23	11	3*	18	11	7*
C	15	20	18**	15	16	15	12
	16	24	9	6*	3*	16	12
D	17	24	18**	13	21**	18**	10
	18	20	15	8	8*	17	10
E	19	20	20**	22**	12	13	19*
	20	14	21**	8	11*	19**	11
F	21	14	21**	21**	8*	16	7*
	22	28**	20**	21**	19	15	8
G	23	14	14	22**	20**	10*	22**
	24	4*	10	5*	12	12	7*
H	25	0*	14	4*	19	10*	18**
	26	4*	13	10	18	4*	7*
I	27	8*	7*	15	15	15	17**
	28	19	16	18	24**	21**	5*
J	29	13*	6*	14	15	18**	13
	30	18	18**	18	21**	20**	19**
K	31	22	10	11	18	22**	17**
	32	8*	14	3*	7*	12	3*
L	33	19	7*	18	12	11	12
	34	6*	10	11	10*	10*	12
M	35	15	16	12	20**	14	11
	36	16	14	22**	12	13	10

TABLE C15 - Continued

System	School	Supt.-Prin.			Prin.-Teach.		
		Incl.	Con.	Affec.	Incl.	Con.	Affec.
N	37	16	15	21**	15	4*	19**
	38	14	15	14	7*	21**	8
O	39	24	15	10	19	11	8
	40	15	19**	9	16	17	9
P	41	22	20**	17	11*	15	15
	42	15	16	6*	9*	16	12
	43	30**	21**	1*	20**	11	3*
	44	28**	21**	18	13	15	15
Q	45	26**	4*	23**	22**	4*	19**
	46	22	8*	11	12	17	10
	47	26**	4*	23**	13	4*	18**
	48	15	3*	11	17	9*	13
R	49	14	11	8	29**	12	19**
	50	12*	3*	11	21**	17	10
S	51	14	3*	12	17	9*	16**
	52	13	13	8	13	24**	8
T	53	40**	4*	0*	23**	10*	7*
	54	34**	11	9	22**	18**	4*
U	55	29**	15	16	12	16	7*
	56	25**	16	3*	12	16	11

All Schools

	Median	Q1	Q3
Supt-Prin			
Incl.	18	14	24
Con.	14	9	17
Affec.	11	8	18
Prin-Teach			
Incl.	16	12	19
Con.	15	11	17
Affec.	11	8	15

In terms of each Column:

* = Below Q1

** = Above Q3

TABLE C16

NOMOTHETIC AND IDIOGRAPHIC SCORES OF SUPERINTENDENTS AND PRINCIPALS ON THE DOC SCALE

		Supt.		Prin.		S-P Diff.[a]	
System	School	Nomo.	Idio.	Nomo.	Idio.	Nomo.	Idio.
A	11	6	2	10	0	-4	2
	12	6	2	4	4	2	-2
B	13	--	--	3	6	--	--
	14	--	--	5	4	--	--
C	15	4	4	4	4	0	0
	16	4	4	6	4	2	0
D	17	6	4	--	--	--	--
	18	6	4	5	3	1	1
E	19	4	6	5	4	-1	2
	20	4	6	4	5	0	1
F	21	--	--	5	4	--	--
	22	--	--	4	6	--	--
G	23	4	4	5	5	-1	-1
	24	4	4	4	5	0	-1
H	25	--	--	--	--	--	--
	26	--	--	5	4	--	--
I	27	--	--	4	4	--	--
	28	--	--	2	6	--	--
J	29	4	4	5	4	-1	0
	30	4	4	--	--	--	--
K	31	5	3	2	6	3	-3
	32	5	3	4	4	1	-1
L	33	6	2	4	5	2	-3
	34	6	2	--	--	--	--
M	35	4	4	4	5	0	-1
	36	4	4	--	--	--	--
N	37	3	5	--	--	--	--
	38	3	5	6	2	-3	3
O	39	8	2	2	7	6	-5
	40	8	2	--	--	--	--
P	41	--	--	--	--	--	--
	42	4	4	7	1	-3	3
	43	--	--	5	3	--	--
	44	4	4	--	--	--	--
Q	45	4	5	--	--	--	--
	46	4	4	7	2	-3	2
	47	4	5	5	3	-1	2
	48	4	4	--	--	--	--
R	49	5	4	--	--	--	--
	50	5	4	--	--	--	--
S	51	4	4	4	5	0	-1
	52	4	4	4	5	0	-1
T	53	--	--	7	2	--	--
	54	--	--	5	4	--	--
U	55	5	4	4	5	1	-1
	56	5	4	4	4	1	0

TABLE C16 - Continued

	Q1	Md	Q3
Nomothetic			
Superintendents	4	4	6
Principals Total	4	4	6
Elementary	4	4	6
Secondary	4	4	6
Idiographic			
Superintendents	3	4	4
Principals Total	3	4	5
Elementary	3	4	5
Secondary	3	4	5
Differences: Nomothetic			
Supt-Elem Prin.	-3	0	1
Supt-Sec Prin.	-1	0	2
Differences: Idiographic			
Supt-Elem Prin.	-1	0	2
Supt-Sec Prin.	-3	-1	2

[a] + = Superintendent more than Principal
- = Superintendent less than Principal

TABLE C17

CONSISTENCY SCORES OF SUPERINTENDENTS, PRINCIPALS, AND TEACHERS ON DOC SCALE

System	School				Diff.[a]	
		S	P	T	S-P	P-T
A	11	12	18	10	-6**	8**
	12	12	16	8	-4**	8**
B	13	--	6	10	--	-4
	14	--	8	10	--	-2
C	15	14	14	9	0*	5
	16	14	6	12	8**	-6**
D	17	14	--	8	--	--
	18	14	14	12	0*	2
E	19	10	8	8	2	0*
	20	10	10	9	0*	1
F	21	--	12	8	--	4
	22	--	6	9	--	-3
G	23	6	8	10	-2	-2
	24	6	10	10	-4**	0*
H	25	--	--	8	--	--
	26	--	6	12	--	-6**
I	27	--	14	10	--	4
	28	--	10	10	11	0*
J	29	9	8	10	1	-2
	30	9	--	8	--	--
K	31	12	12	8	0*	4
	32	12	10	10	2	0*
L	33	12	6	10	6**	-4
	34	12	--	14	--	--
M	35	6	8	8	-2	0*
	36	6	--	12	--	--
N	37	12	--	10	--	--
	38	12	12	9	0*	3
O	39	14	10	8	4**	2
	40	14	--	10	--	--
P	41	--	--	8	--	--
	42	14	12	12	2	0*
	43	--	8	10	--	-2
	44	14	--	8	--	--
Q	45	8	--	10	--	--
	46	10	10	8	0*	2
	47	8	10	8	-2	2
	48	10	--	8	--	--
R	49	8	--	12	--	--
	50	8	--	8	--	--
S	51	6	8	9	-2	-1
	52	6	8	10	-2	-2
T	53	--	16	12	--	4
	54	--	10	10	--	0*
U	55	10	6	10	4**	-4
	56	10	6	12	4**	-6**

	Q1	Md	Q3
Consistency			
Superintendents	8	10	14
All Principals	6	8	14
Elem. Principals	6	10	12
Sec. Principals	8	8	14
All Teachers	8	10	12
Elem Teachers	4	10	12
Sec. Teachers	5	10	12
Differences			
Supt. - Prin. All	-2	0	4
Elem.	0	0	0
Sec.	-2	0	4
Prin.-Teach. All	-4	0	4
Elem.	-3	0	2
Sec.	-2	0	4

TABLE C17 - Continued

[a] + = First person more consistent than second person

- = First person less consistent than second person

* Low Difference (Bottom Quartile)

** High Difference (Top Quartile)

TABLE C18

PRINCIPAL

Z Scores

System	School	DOC	DVI (Trad)	DVI (Rej)
A	11	75	43	52
	12	69	34	39
B	13	37	46	57
	14	43	34	50
C	15	62	43	46
	16	37	49	57
D	17	--	52	45
	18	62	52	48
E	19	43	49	50
	20	50	49	50
F	21	56	--	--
	22	37	--	--
G	23	43	--	--
	24	50	49	68
H	25	--	52	55
	26	37	19	42
I	27	62	46	50
	28	50	46	58
J	29	43	64	61
	30	--	52	55
K	31	56	58	38
	32	50	58	44
L	33	37	46	46
	34	--	74	48
M	35	43	40	52
	36	--	46	59
N	37	--	52	56
	38	56	46	47
O	39	50	55	40
	40	--	55	50
P	41	--	37	39
	42	56	62	54
	43	43	55	52
	44	--	76	71
Q	45	--	49	56
	46	50	49	42
	47	50	55	46
	48	--	34	48
R	49	--	49	53
	50	--	43	42
S	51	43	62	66
	52	43	40	46
T	53	69	55	45
	54	50	49	40
U	55	37	--	--
	56	37	58	54

TABLE C19

SUPERINTENDENT

Z Scores

System	School	DOC	DVI (Trad)	DVI (Rej)
A	11/12	56	43	51
B	13/14	--	40	50
C	15/16	62	55	56
D	17/18	62	--	--
E	19/20	50	40	46
F	21/22	--	52	45
G	23/24	37	46	48
H	25/26	--	--	--
I	27/28	--	58	43
J	29/30	47	49	49
K	31/32	56	58	50
L	33/34	56	58	49
M	35/36	37	43	43
N	37/38	56	64	38
O	39/40	62	58	48
P	41/43	--	--	--
	42/44	62	43	54
Q	45/47	43	31	54
	46/48	50	46	57
R	49/50	43	46	45
S	51/52	36	62	53
T	53/54	--	--	--
U	55/56	50	62	47

TABLE C20

TEACHERS

Z Scores

System	School	DOC	DVI (Trad)	DVI (Rej)
A	11	52	50	50
	12	39	50	46
B	13	52	56	46
	14	52	50	50
C	15	46	43	35
	16	65	36	41
D	17	39	67	49
	18	65	67	43
E	19	39	36	65
	20	46	36	50
F	21	39	50	48
	22	46	36	41
G	23	52	56	48
	24	52	63	63
H	25	39	36	37
	26	65	50	50
I	27	52	50	47
	28	52	43	60
J	29	52	56	43
	30	39	43	33
K	31	39	36	58
	32	52	50	72
L	33	52	43	43
	34	78	63	43
M	35	39	39	70
	36	65	56	99
N	37	52	43	33
	38	46	50	54
O	39	39	63	60
	40	52	53	59
P	41	39	50	47
	42	65	39	43
	43	52	50	54
	44	39	56	70
Q	45	52	63	43
	46	39	50	37
	47	39	77	58
	48	39	63	74
R	49	65	50	23
	50	39	46	63
S	51	46	56	49
	52	52	50	46
T	53	65	56	46
	54	52	46	21
U	55	52	50	49
	56	65	29	35

TABLE C 21

Scores on Initiating Structure for the Elementary School Principal

	DOES						SHOULD					
Dist.	Prin.	Supt.	Teach.	P-S	P-T	S-T	Prin.	Supt.	Teach.	P-S	P-T	S-T
A 12	42	40	44	+2	-2	-4	45	47	46	-2	-1	+1
B 14	37	39	41	-2	-4	-2	42	39	47	+3	-5	-8
C 16	45	46	44	-1	+1	+2	53	55	45	-2	+8	+10
D 18	43	29	37	+14	+6	-8	49	39	52	+10	-3	-13
E 20	45	40	37	+5	+8	+3	52	43	44	+9	+8	-1
F 22	38	40	41	-2	-3	-1	45	51	45	-6	0	+6
G 24	54	42	47	+12	+7	-5	56	43	48	+13	+8	-5
H 26	46	NR	33	-	+13	-	49	44	49	+5	0	-5
I 28	38	33	45	+5	-7	-18	45	45	44	0	+1	+1
J 30	43	50	49	-7	-6	+1	47	53	51	-6	-4	+2
K 32	33	35	45	-2	-18	-10	41	52	49	-11	-8	+3
L 34	36	43	36	-7	0	+7	42	43	45	-1	-3	-2
M 36	51	44	39	+7	+12	+5	NR	49	49	-	-	0
N 38	41	20	43	+21	-2	-23	56	36	47	+20	+9	-11
O 40	42	40	42	+2	0	-2	46	49	47	-3	-1	+2
P 42	32	NR	42	-	-10	-	41	45	42	-4	-1	+3
P 44	NR	39	40	-	-	-1	53	44	47	+8	+6	-3
Q 46	38	43	34	-5	+4	+9	37	41	50	-4	-13	-9
Q 48	47	28	48	+19	-1	-20	51	39	52	+12	-1	-13
R 50	38	NR	44	-	-6	-	45	50	49	-5	-4	+1
S 52	31	34	36	-3	-5	-2	NR	42	44	-	-	-2
T 54	46	NR	34	-	+12	-	46	NR	51	-	-5	-
U 56	36	40	43	-4	-7	-3	44	50	44	-6	0	+6

TABLE C 22

Scores on Consideration for the Elementary School Principal

	DOES						SHOULD					
Dist.	Prin.	Supt.	Teach.	P-S	P-T	S-T	Prin.	Supt.	Teach.	P-S	P-T	S-T
A 12	40	38	39	+2	+1	-1	42	39	42	+3	0	-3
B 14	37	34	40	+3	-3	-6	38	32	39	+6	-1	-7
C 16	43	35	37	+8	+7	-2	41	40	40	+1	+1	0
D 18	37	37	38	0	-1	-1	37	39	42	-2	-5	-3
E 20	38	34	39	+4	-1	-5	39	39	41	0	-2	-2
F 22	41	40	41	+1	0	-1	43	36	39	+7	+4	-3
G 24	42	35	34	+7	+8	+1	43	35	39	+8	+4	-4
H 26	39	30	41	+9	-2	-9	41	36	42	+5	-1	-6
I 28	37	35	42	+2	-5	-7	41	45	39	-4	+2	+6
J 30	35	45	35	-10	0	+10	42	44	38	-2	+4	+6
K 32	36	37	43	-1	-7	-6	38	46	44	-8	-6	+2
L 34	39	38	40	+1	-1	-2	37	35	38	+2	-1	-3
M 36	NR	39	32	-	-	+7	NR	38	40	-	-	-2
N 38	40	31	37	+9	+3	-6	44	34	40	+10	+4	-6
O 40	41	36	41	+5	0	-5	41	42	41	-1	0	+1
P 42	36	NR	39	-	-3	-	42	NR	38	-	+4	-
P 44	42	42	32	0	+10	+10	55	43	41	+12	+14	+14
Q 46	36	40	32	-4	+4	+8	40	41	41	-1	-1	0
Q 48	41	38	41	+3	0	-3	39	41	40	-2	-1	+1
R 50	38	37	35	+1	+3	+2	35	39	41	-4	-6	-2
S 52	40	33	32	+7	+8	+1	40	41	40	-1	0	+1
T 54	42	NR	38	-	+4	-	48	NR	39	-	+9	-
U 56	38	42	38	-4	0	+4	44	41	37	+3	+7	+4

TABLE C 23

Scores on Initiating Structure for the Secondary School Principal

	DOES						SHOULD					
Dist.	Prin.	Supt.	Teach.	P-S	P-T	S-T	Prin.	Supt.	Teach.	P-S	P-T	S-T
A 11	45	52	46	-7	-1	+6	53	45	50	+8	+3	-5
B 13	42	44	43	-2	-1	+1	47	44	48	+3	-1	-4
C 15	50	31	44	+19	+6	-13	53	52	44	+1	+9	+6
D 17	31	35	35	-4	-4	0	40	29	46	+11	-6	-17
E 19	NR	32	34	-	-	-2	56	43	46	+13	+10	-3
F 21	36	43	42	-7	-6	+1	34	51	51	-7	-7	0
G 23	50	43	39	+7	+11	+4	52	44	50	+8	+2	-6
H 25	29	41	30	-12	-1	+9	49	43	42	+6	+7	+1
I 27	34	45	45	-11	-11	0	43	49	46	-6	-3	+3
J 29	53	49	53	+4	0	-4	53	45	51	+8	+2	-6
K 31	33	35	38	-2	-5	-3	36	51	47	-15	-11	+4
L 33	39	38	36	+1	+3	+2	47	51	48	-4	-1	+3
M 35	43	NR	30	-	+7	-	45	46	45	-1	0	+1
N 37	46	40	35	+6	+11	+5	55	NR	47	-	+8	-
O 39	47	45	50	+2	-3	-5	50	49	49	+1	+1	0
P 41	37	NR	45	-	-8	-	45	45	46	0	-1	-1
P 43	48	28	44	+20	+4	-16	47	42	48	+5	-1	-6
Q 45	49	43	44	+6	+5	-1	49	41	48	+8	+1	-7
Q 47	49	40	46	+9	+3	-6	54	37	50	+7	+4	-3
R 49	44	29	35	+15	+9	-6	46	49	43	-3	+3	+6
S 51	36	44	42	-8	-6	+2	47	45	48	+2	-1	-3
T 53	46	48	48	-2	-2	0	49	NR	51	-	-2	-
U 55	36	42	38	-6	-2	+4	47	50	45	-3	+2	+5

TABLE C 24

Scores on Consideration for the Secondary School Principal

	DOES						SHOULD					
Dist.	Prin.	Supt.	Teach.	P-S	P-T	S-T	Prin.	Supt.	Teach.	P-S	P-T	S-T
A 11	38	38	36	0	+2	+2	43	47	39	-4	+4	+8
B 13	36	49	39	-13	-3	+10	42	40	29	+2	+13	+11
C 15	36	38	39	-2	-3	-1	39	40	40	-1	-1	0
D 17	34	30	40	+4	-6	-10	38	37	38	+1	0	-1
E 19	41	34	41	+7	0	-7	45	41	39	+4	+6	+2
F 21	39	30	38	+9	+1	-8	44	36	40	+8	+4	-4
G 23	41	30	34	+11	+7	-4	40	37	39	+3	+1	-2
H 25	36	33	35	+6	+1	-2	43	38	37	+5	+6	+1
I 27	40	37	35	+3	+5	+2	40	41	38	-1	+2	+3
J 29	41	40	37	+1	+4	+3	41	44	39	-3	+2	+5
K 31	42	39	39	+3	+3	0	47	40	39	+7	+8	+1
L 33	34	41	36	-7	-2	+5	43	23	38	+10	+5	-15
M 35	42	NR	38	-	+4	-	43	43	38	0	+5	+5
N 37	39	34	40	+5	-1	-6	37	33	40	+4	-3	-7
O 39	39	37	37	+2	+2	0	43	42	39	+1	+4	+3
P 41	35	NR	38	-	-3	-	41	NR	39	-	+2	-
P 43	37	32	34	+5	+3	-2	37	43	39	-6	-2	+4
Q 45	34	38	34	-4	0	+4	34	41	36	-7	-2	+5
Q 47	39	31	37	+8	+2	-6	41	40	38	+1	+3	+2
R 49	39	31	37	+8	+2	-6	43	43	37	0	+6	+6
S 51	43	38	44	+5	-1	-6	41	41	39	0	+2	+2
T 53	38	40	36	-2	+2	+4	38	40	39	-2	-1	+1
U 55	39	37	37	+2	+2	0	38	41	39	-3	-1	+2

TABLE C 25

PRINCIPAL'S z SCORES ON LBDQ

System	School	Real Initiating Structure	Ideal Initiating Structure	Real Consideration	Ideal Consideration
A	11	56	63	52	53
	12	54	48	56	61
B	13	51	51	47	51
	14	46	42	47	41
C	15	63	63	47	44
	16	58	63	66	49
D	17	35	36	42	41
	18	55	56	47	39
E	19	--	70	60	58
	20	58	61	50	44
F	21	42	24	54	56
	22	48	48	59	53
G	23	63	61	60	46
	24	72	69	62	53
H	25	31	55	47	53
	26	60	56	53	49
I	27	39	43	57	46
	28	48	48	47	49
J	29	68	63	60	49
	30	55	52	41	51
K	31	38	28	62	63
	32	40	40	44	41
L	33	47	51	42	53
	34	44	42	53	39
M	35	53	47	62	53
	36	67	--	--	--
N	37	57	68	54	39
	38	52	69	56	56
O	39	59	57	54	53
	40	54	50	59	49
P	41	44	47	44	49
	42	38	40	44	51
	43	60	51	51	39
	44	54	63	62	83
Q	45	62	55	42	31
	46	48	32	44	46
	47	62	65	54	49
	48	61	60	59	44
R	49	54	49	54	53
	50	48	48	50	34
S	51	42	51	65	49
	52	37	--	56	46
T	53	57	55	52	41
	54	60	50	62	65
U	55	42	51	54	41
	56	44	46	50	56

TABLE C 26

SUPERINTENDENT'S z SCORES ON LBDQ

System	School	Real Initiating Structure	Ideal Initiating Structure	Real Consideration	Ideal Consideration
A	11	66	47	52	63
	12	50	52	50	44
B	13	54	45	80	46
	14	49	36	38	26
C	15	35	61	52	46
	16	60	67	41	46
D	17	41	14	32	39
	18	34	36	47	44
E	19	36	43	42	49
	20	50	44	38	44
F	21	53	59	32	36
	22	50	60	56	36
G	23	53	45	32	39
	24	54	44	41	34
H	25	50	43	39	41
	26	--	46	25	36
I	27	56	55	51	49
	28	40	48	41	58
J	29	62	47	57	56
	30	65	63	72	56
K	31	41	59	54	46
	32	43	61	47	61
L	33	45	59	60	7
	34	55	44	50	34
M	35	--	49	--	53
	36	56	56	53	41
N	37	48	--	42	29
	38	20	31	28	31
O	39	56	55	51	51
	40	50	56	44	51
P	41	--	47	--	--
	43	31	41	37	53
	42	--	48	--	--
	44	49	46	62	53
Q	45	53	39	52	49
	47	48	30	34	46
	46	35	40	56	49
	48	32	36	50	49
R	49	32	55	34	53
	50	--	58	47	44
S	51	54	47	52	49
	52	41	42	34	49
T	53	60	--	57	46
	54	--	--	--	--
U	55	51	57	51	49
	56	50	58	62	49

TABLE C 27

TEACHERS' z SCORES ON LBDQ BY SCHOOL[a]

System	School	Real Initiating Structure	Ideal Initiating Structure	Real Consideration	Ideal Consideration
A	11	59	60	45	50
	12	56	45	55	63
B	13	54	53	55	4
	14	50	49	58	50
C	15	56	38	55	54
	16	56	41	48	54
D	17	39	45	58	45
	18	43	68	52	63
E	19	37	45	62	50
	20	43	38	55	59
F	21	52	64	52	54
	22	51	41	62	50
G	23	46	60	38	50
	24	61	53	38	50
H	25	30	30	42	40
	26	35	56	62	63
I	27	57	45	42	45
	28	57	38	65	50
J	29	72	64	48	50
	30	65	64	42	45
K	31	44	49	55	50
	32	57	56	68	72
L	33	41	53	45	45
	34	41	41	58	45
M	35	30	41	52	45
	36	46	56	32	54
N	37	39	49	58	54
	38	54	49	48	54
O	39	67	56	48	50
	40	52	49	62	59
P	41	57	45	52	50
	42	52	30	55	45
	43	56	53	38	50
	44	48	49	35	59
Q	45	56	53	38	36
	46	37	60	35	59
	47	59	60	48	45
	48	63	68	62	54
R	49	39	34	48	40
	50	56	56	42	59
S	51	52	53	72	50
	52	41	38	32	54
T	53	63	64	45	50
	54	37	64	52	50
U	55	44	41	48	50
	56	54	38	52	40

[a] Based on median score of teachers in each school on each dimension

TABLE C 28

MEDIAN "SHOULD" AND "DOES" SCORES OF ELEMENTARY PRINCIPALS ON EACH DIMENSION OF SEMANTIC DIFFERENTIAL

		Does			Should		
System	School	E	A	P	E	A	P
A	12	6.5	7	17	4	4.5	13.5
B	14	6	5.5	17	3	4.5	17
C	16	7.5	6	18.5	6	7	23
D	18	11.5	14	19	10	8.5	15
E	20	6	6.5	8.5	4	3	8
F	22	13.5	8.5	20	10	13	17
G	24	4.5	4.5	8.5	3	2	7
H	26	18	12.5	17.5	7	6.5	13
I	28	7	6	22	7	7	16
J	30	6	4	12	3	2	11
K	32	25	17	25	25	17	26
L	34	14	7.5	21	6.5	7.5	16
M	36	3.5	5	15	4.5	4	15
N	38	14	9	18	5	3.5	13
O	40	9.5	8	20.5	3	4	17
P	42	3	5	6	3	6.5	11.5
	44	8.5	11	22.5	4.5	8	22.5
Q	46	12	8.5	16	6	6	13
	48	6	6	13	5	6	14
R	50	8	5.5	17	3	3.5	24
S	52	14	12.5	22	5	7	18.5
T	54	6	9	13.5	3	2	11
U	56	5.5	8	18			
Mean		9.26	8.11	16.84	5.80	6.04	15.54

TABLE C 29

MEDIAN "SHOULD" AND "DOES" SCORES OF SECONDARY PRINCIPALS ON EACH DIMENSION OF SEMANTIC DIFFERENTIAL

System	School	Does			Should		
		E	A	P	E	A	P
A	11	15	11	17.5	6	4	11
B	13	4.5	4	17	3	2	8
C	15	3.5	4.5	21.5	3	2.5	21.5
D	17	9	8	15	3	2	11
E	19	8	9	16	3	2	14.5
F	21	7.5	6	13.5	3	3	12.5
G	23	3	2	11	3	2	3
H	25	3	4	7	3	2	6
I	27	12	12	18	5	7	12
J	29	12	6	20	3	8	12
K	31	14	12.5	33	6.5	8	24.5
L	33	4	4.5	8	4	3	6.5
M	35	3	3.5	16	3	2	5.5
N	37	12	10	14.5	3	2	7
O	39	5.5	2	6	3	2	6
P	41	12.5	8	18	6	5.5	16
	43	16	15.5	24	3	5	11
Q	45	14	9	21	6.5	11	20
	47	3	2	3.5	3	2	3
R	49	3	2	3	3	3	10
S	51	14	13	24.5	3	9	18
T	53	5	3	10.5	4	2	12
U	55	15	11	15.5	6	4	5
Mean		8.63	7.06	15.39	3.87	4.04	10.93

TABLE C 30

MEDIAN SCORES OF SUPERINTENDENT ON SEMANTIC DIFFERENTIAL IN TERMS OF EACH DIMENSION REGARDING "SHOULD" AND "DOES" BEHAVIOR OF ELEMENTARY PRINCIPALS

		Does			Should		
System	**School**	**E**	**A**	**P**	**E**	**A**	**P**
A	12	12	9	12	3	5.5	10.5
B	14	12.5	9	16	7.5	7	14
C	16	3	2	3	3	2	5
D	18	14.5	8	15.5	5.5	11.5	18
E	20	9	6	11.5	4	6.5	15
F	22	6	8	13	6	8.5	13.5
G	24	6.5	3.5	7	5.5	7	17
H	26	12	10	25	14	10	25
I	28	16	12	23	3	5	10.5
J	30	9	9	16	3	8	13
K	32	10	9	19	5	4	11
L	34	6	9	13	3	5	12
M	36	12	6	12	8.5	6	9
N	38	11	6.5	15	8	5	15.5
O	40	6	4.5	12.5	6	4	10
P	42	5.5	4.5	13	3	4.5	17
	44	15.5	11	22	4.5	5.5	13
Q	46	13	12	20	6	9	17
	48	10.5	4	22.5	7	10	17.5
R	50	8	6.5	9.5	3	2	5.5
S	52	9.5	8	15	6	4	13.5
T	54						
U	56	8.5	6	14.5	3	5	12
Mean		10.06	7.43	15.00	5.27	6.14	13.38

TABLE C 31

MEDIAN SCORES OF SUPERINTENDENT ON SEMANTIC DIFFERENTIAL IN TERMS OF EACH DIMENSION REGARDING "SHOULD" AND "DOES" BEHAVIOR OF SECONDARY PRINCIPAL

		Does			Should		
System	School	E	A	P	E	A	P
A	11	6	5	7.5	3	5	5.5
B	13	6.5	4	13.5	7.5	7	14.5
C	15	7.5	8	18	3	2	5
D	17	13	10.5	20	6	9	14
E	19	3	5.5	14	4.5	5	13
F	21	10	6	9.5	6	8.5	12
G	23	9	6.5	13.5	5	7	17
H	25	19.5	11.5	16	19	11.5	16.5
I	27	8	4	6	3	5	10.5
J	29	6	5	8	3	8	13
K	31	9	8	15	3	2	11
L	33	6.5	8.5	20.5	4.5	5	8.5
M	35	25	22	38	8	8	9
N	37	26	26.5	22.5	8	4	13
O	39	11.5	6	9.5	6	4	12.5
P	41	6	6	12	3	8	11
	43	3	3	6.5	3	2	7.5
Q	45	12	8	13.5	11	10	15
	47	14	12	16	14.5	11.5	14.5
R	49	9.5	9	21	3	2	5.5
S	51	7	7	8	6	2	10.5
T	53	4	2	10	3	2	9.5
U	55	12	9	12	6	7	11
Mean		10.17	8.39	14.36	6.04	5.89	11.28

TABLE C 32

MEDIAN "SHOULD" AND "DOES" SCORES OF ELEMENTARY TEACHERS BY SCHOOL ON SEMANTIC DIFFERENTIAL REGARDING THEIR PRINCIPAL

		Does			Should		
System	School	E	A	P	E	A	P
A	12	5.5	5.3	9.5	3	2.5	9.3
B	14	3	4	12	3	3	9.3
C	16	3.8	3.5	8.5	3	2.5	8
D	18	4	3.5	12.3	3	2	9
E	20	8	8.3	23.5	3.7	4	14.8
F	22	3.5	4	13.5	3	5.5	12.5
G	24	11.5	3.5	7.5	3	6.5	15.5
H	26	6.3	8	16.5	3	4	11
I	28	3	2	17	3	2.7	14.5
J	30	5	3	8	3	2	8.5
K	32	3.5	5.5	16	3	3.5	10.5
L	34	7.5	11.5	22	3.5	2.5	14
M	36	12.5	8	19	3	6.5	19
N	38	8.5	6.5	16	5.5	3.5	9
O	40	6.5	7.5	16.5	3	5.5	13
P	42	6.25	4.25	12.25	4.25	5.25	12.5
	44	5	4	16.75	3	2.5	16.5
Q	46	13	9	19	3	4.5	14
	48	3	4	12.5	3	4	12
R	50	9	6	17.5	3.5	4.5	16
S	52	12	9.5	23	5.5	6	16
T	54	6.5	9.5	22.5	3	3	10
U	56	7	8	16.5	5	6	14.5
Mean		6.69	6.01	15.55	3.41	4.00	12.58

TABLE C 33

MEDIAN "SHOULD" AND "DOES" SCORES OF SECONDARY TEACHERS BY SCHOOL ON ON SEMANTIC DIFFERENTIAL REGARDING THEIR PRINCIPAL

		Does			Should		
System	School	E	A	P	E	A	P
A	11	8	5.5	10.5	3.5	4	11.5
B	13	6	5.8	17	3	4	12
C	15	9.3	8.3	17.8	3	3.8	10
D	17	7.8	7	15.5	4.3	4.3	10.5
E	19	3.8	5	18.3	3	3.8	12.8
F	21	8.5	6	12	3	4.5	7
G	23	13	10	20	4	4	10
H	25	15	12	20.5	3.5	4	11
I	27	9	7	12	4	5	12
J	29	3.5	3.3	9.5	3	3	10.5
K	31	6	6	14.5	4	4.5	10.5
L	33	11.5	9	22.3	3	4.5	10.5
M	35	16	13.5	22.5	3.	4.5	10.5
N	37	10	10.5	22	4	4	11
O	39	7	6	9	4	4	11
P	41	3.5	3.5	9.5	3	3.75	9
	43	7	5.5	12	3	4	11.25
Q	45	6.5	5	10.5	3.5	5	10.5
	47	6	5	10	3	2.5	11
R	49	6	7	18	3	3	11.5
S	51	5.5	5	14.5	3	4.5	12
T	53	4.5	3.5	8.5	3	2	10.5
U	55	7.5	7.5	18	6	6.5	14.5
Mean		7.86	6.82	14.97	3.47	4.05	10.91

TABLE C 34

NUMBER OF CURRICULUM AND INSTRUCTION ITEMS WHERE THERE WERE SIGNIFICANT DIFFERENCES BETWEEN THE "SHOULD" AND "DOES" RESPONSES OF TEACHERS ON THE PRINCIPAL ROLE BEHAVIOR-C INSTRUMENT

District	School	Nomothetic	Idiographic	Total	District	School	Nomothetic	Idiographic	Total
A	11	1	2	3	M	35	2	3	5
	12	0	0	0		36	1	2	3
B	13	1	2	3	N	37	2	3	5
	14	0	0	0		38	0	1	1
C	15	2	2	4	O	39	0	2	2
	16	0	0	0		40	0	0	0
D	17	0	0	0	P	41	0	0	0
	18	1	0	1		42	1	1	2
						43	0	0	0
E	19	0	0	0		44	0	0	0
	20	1	0	1					
					Q	45	1	3	4
F	21	2	2	4		46	0	1	1
	22	0	0	0		47	1	4	5
						48	0	0	0
G	23	3	4	7					
	24	0	0	0	R	49	0	0	0
						50	0	2	2
H	25	2	2	4					
	26	0	2	2	S	51	0	0	0
						52	1	2	3
I	27	0	0	0					
	28	0	0	0	T	53	2	1	3
						54	1	3	4
J	29	0	0	0					
	30	0	0	0	U	55	1	1	2
						56	0	0	0
K	31	1	0	1					
	32	0	1	1			28	48	76 Total Number
L	33	1	2	3					
	34	0	0	0					

	Nomothetic			Idiographic			Total		
	Q1	Md	Q3	Q1	Md	Q3	Q1	Md	Q3
Elem. Teachers	0	0	1	0	0	1	0	0	2
Sec. Teachers	0	2	2	0	1	2	0	3	4
All Teachers	0	0	3	0	0	1	0	1	3

TABLE C 35

NUMBER OF PERSONNEL DEVELOPMENT ITEMS WHERE THERE WERE SIGNIFICANT DIFFERENCES BETWEEN THE "SHOULD" AND "DOES" RESPONSES OF TEACHERS ON THE PRINCIPAL ROLE BEHAVIOR-C INSTRUMENT

District	School	Nomothetic	Idiographic	Total
A	11	3	2	5
	12	0	0	0
B	13	2	3	5
	14	1	0	1
C	15	2	2	4
	16	0	0	0
D	17	0	0	0
	18	0	0	0
E	19	1	0	1
	20	0	0	0
F	21	2	1	3
	22	0	0	0
G	23	2	3	5
	24	0	0	0
H	25	1	0	1
	26	0	1	1
I	27	0	0	0
	28	0	0	0
J	29	0	0	0
	30	0	0	0
K	31	0	0	0
	32	0	0	0
L	33	0	1	1
	34	0	0	0
M	35	2	3	5
	36	1	4	5
N	37	2	1	3
	38	0	0	0
O	39	0	0	0
	40	0	0	0
P	41	0	0	0
	42	0	0	0
	43	0	0	0
	44	0	0	0
Q	45	2	1	3
	46	0	1	1
	47	0	2	2
	48	0	0	0
R	49	0	0	0
	50	2	1	3
S	51	0	0	0
	52	2	1	3
T	53	2	0	2
	54	3	2	5
U	55	0	2	2
	56	1	0	1
Total Number		31	31	62

	Nomothetic			Idiographic			Total		
	Q1	Md	Q3	Q1	Md	Q3	Q1	Md	Q3
Elem. Teachers	0	0	0	0	0	1	0	0	1
Sec. Teachers	0	0	2	0	0	2	0	1	3
All Teachers	0	0	1	0	0	2	0	0	2

TABLE C 36

NUMBER OF COMMUNITY RELATIONS ITEMS WHERE THERE WERE SIGNIFICANT DIFFERENCES BETWEEN THE "SHOULD" AND "DOES" RESPONSES OF TEACHERS ON THE PRINCIPAL ROLE BEHAVIOR-C INSTRUMENT

District	School	Nomothetic	Idiographic	Total
A	11	2	2	4
	12	0	0	0
B	13	1	2	3
	14	0	2	2
C	15	0	1	1
	16	0	0	0
D	17	0	0	0
	18	0	0	0
E	19	0	0	0
	20	0	0	0
F	21	1	3	4
	22	0	0	0
G	23	2	4	6
	24	0	0	0
H	25	0	2	2
	26	0	2	2
I	27	0	0	0
	28	0	0	0
J	29	0	0	0
	30	0	0	0
K	31	0	1	1
	32	0	0	0
L	33	2	3	5
	34	0	0	0
M	35	2	2	4
	36	0	3	3
N	37	0	3	3
	38	0	2	2
O	39	0	0	0
	40	0	0	0
P	41	0	0	0
	42	0	0	0
	43	0	0	0
	44	0	0	0
Q	45	0	0	0
	46	1	2	3
	47	0	2	2
	48	0	0	0
R	49	0	0	0
	50	1	1	2
S	51	0	0	0
	52	1	2	3
T	53	0	2	2
	54	1	1	2
U	55	0	2	2
	56	0	0	0
	Total Number	14	47	61

	Nomothetic			Idiographic			Total		
	Q1	Md	Q3	Q1	Md	Q3	Q1	Md	Q3
Elem. Teachers	0	0	0	0	0	2	0	0	2
Sec. Teachers	0	0	1	0	2	2	0	2	3
All Teachers	0	0	0	0	0	2	0	0	2

TABLE C 37

NUMBER OF FUNDS AND FACILITIES ITEMS WHERE THERE WERE SIGNIFICANT DIFFERENCES BETWEEN THE "SHOULD" AND "DOES" RESPONSES OF TEACHERS ON THE PRINCIPAL ROLE BEHAVIOR-C INSTRUMENT

District	School	Nomothetic	Idiographic	Total
A	11	1	2	3
	12	0	0	0
B	13	1	2	3
	14	0	0	0
C	15	2	2	4
	16	0	0	0
D	17	0	0	0
	18	1	0	1
E	19	0	0	0
	20	1	0	1
F	21	2	2	4
	22	0	0	0
G	23	3	4	7
	24	0	0	0
H	25	2	2	4
	26	0	2	2
I	27	0	0	0
	28	0	0	0
J	29	0	0	0
	30	0	0	0
K	31	1	0	1
	32	0	1	1
L	33	1	2	3
	34	0	0	0
M	35	2	3	5
	36	1	2	3
N	37	2	3	5
	38	0	1	1
O	39	0	2	2
	40	0	0	0
P	41	0	0	0
	42	0	0	0
	43	0	0	0
	44	0	1	1
Q	45	0	4	4
	46	0	0	0
	47	0	1	1
	48	0	0	0
R	49	0	0	0
	50	0	1	1
S	51	0	0	0
	52	1	1	2
T	53	0	2	2
	54	2	2	4
U	55	0	2	2
	56	0	0	0
		22	51	73 Total Number

	Nomothetic			Idiographic			Total		
	Q1	Md	Q3	Q1	Md	Q3	Q1	Md	Q3
Elem. Teachers	0	0	0	0	0	2	0	0	1
Sec. Teachers	0	0	1	0	2	3	0	2	4
All Teachers	0	0	1	0	0	3	0	0	4

APPENDIX D

APPLICATION TO THE COMMISSIONER OF EDUCATION, OFFICE OF EDUCATION U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO SUPPORT A COOPERATIVE RESEARCH PROJECT UNDER THE PROVISIONS OF PUBLIC LAW 531, 83d CONGRESS

roject Title: THE DECISION-MAKING BEHAVIOR OF SCHOOL PRINCIPALS

ubmitted By: Oklahoma State University of Agriculture and Applied Science, Research Foundation

ddress: Stillwater, Oklahoma

elephone Number: FRontier 2-6211, Extension 271

nitiated By: Dr. Robert E. Sweitzer, Associate Professor of Education

ransmitted By: Dr. Marvin T. Edmison, Director, Research Foundation

ubmitted: August 24, 1962

arvin T. Edmison, Director
esearch Foundation

Robert E. Sweitzer
Associate Professor of Education

Problem

The proposed research is concerned with discovering if the way in which chool principal defines his role and perceives his behavior, plus the ree of compatibility of superintendent-principal and principal-teacher e expectations and role perceptions, are related to his behavior in making isions concerning typical administrative problems. This concern has wn out of the previous pilot project, "Role Expectations and Perceptions School Principals" (Project 1329, OE 2-10-069, Cooperative Research nch, U. S. Office of Education). The proposed project is viewed as an ension of that pilot project.

The pilot project was aimed at discovering information such as the way ool principals define their role and perceive their own behavior, how ir superintendent and teachers define the principal's role and perceive behavior, if the principal has an accurate perception of his superinten- t's and teachers' expectations and perceptions, if he views these ectations as legitimate, and if these factors are related to the values, erpersonal relations orientation, and general decision orientation of erintendents, principals, and teachers and to teacher morale. Results an interview schedule indicated that principals perceive their school ironment from three different viewpoints. Many positive and negative ationships were found between variables, but it is not known to what ent the findings regarding the various cognitions are related to the avior of these school principals. For example: Is a principal's behavior ated more to self-held role expectations and perceptions than to perceived ilarity between self-held role expectations and others' role expectations? s a principal who works in situations where there is a high degree of in- patibility in role expectations and perceptions tend to perceive situations ferently and select different kinds of courses of action than does a ncipal who works in a high compatibility situation? Role theory and some vious studies suggest that there probably would be differences in behavior, the evidence is neither complete nor conclusive.

Another related concern of the proposed research is the relationship ween the in-basket problems developed during the Development of Criteria Success project (Cooperative Research Branch, U. S. Office of Education, tract No. 214 (6905)), which are being used in several programs of pre- ing school administrators, and programmed decision problems such as those ducted or suggested by Simon[1] and Meeker.[2] What is the relationship between the findings and conclusions about the decision making behavior of school principals obtained through these two different approaches? Which of these findings are more directly related to the role expectations and perceptions of the school principals? Does a principal perceive the expectations of persons in different simulated problem situations in the same way he perceives the role expectations of comparable persons in his own school situation? Daniel E. Griffiths[3] has suggested that an administrator will be more acceptable to his subordinates if he confines his behavior more to decisions on process rather than to making terminal decisions. If a school principal tends to make decisions on process in a simulated situation, does the pilot study data indicate high compatibility between his own and his teachers' role expectations and perceptions and little difference between what his teachers think he should do and what they perceive him doing? Information aimed at answering these kinds of questions will be given additional insight into the value of using various simulated problems in preparation programs for school administrators. This information may also be useful in clarifying the extent to which school principals tend to project their own work situation into the simulated situation.

---

[1] Writings such as Herbert A. Simon, Models of Man, (New York: John ey and Sons, 1957); "Theories of Decision-Making in Economics and Behavioral ence," American Economic Review, XLIX (June, 1959), 253-83.

[2] Robert J. Meeker, Gerald Shure, and Miles Rogers, "A Research roach to Complex Decision Making," Research in Educational Administration, ted by Stephen P. Hencley, Cooperative Research Project No. F-2 (Columbus: versity Council for Educational Administration, August, 1962, pp. 117-134.

A third concern that has prompted the submission of this proposed research project is the problem of whether school principals tend to make decisions that "satisfice" or are "good enough" more than they make decisions that "maximize."[4] In game theory and in many business programmed decisions, the best decision is often considered to be the one that represents the "optimum of strategy" rather than the one that "maximizes" as this latter term is usually defined. Programmed simulated problems that describe the behavior of school administrators in these terms, and the findings obtained through such instruments, would contribute to theories of administrative decision-making.

These and other considerations and interests of the research staff growing out of the pilot project reflect the general problem with which the proposed project is concerned: What is the relationship between the decision-making behavior of a school principal and (a) his role expectations and perceptions and (b) the degree of similarity between these expectations and perceptions and those held by his superintendent and teachers regarding his behavior?

II. Objectives

The activities of the proposed project as they are now conceived are directed toward a limited number of objectives that may be stated as follows:

---

[3] Daniel E. Griffiths, Administrative Theory (New York: Appleton-Century-Crofts, 1959), p. 90.

[4] Herbert A. Simon, Models of Man, (New York: John Wiley and Sons, 1957), pp. 198, 204-05; and George C. Homans, Social Behavior: Its Elementary Forms (New York: Harcourt, Brace, and World, Inc., 1961), pp. 349-55.

1. To discover the general pattern of decision-making behavior of school principals and the degree of rationality of this decision-making behavior through varied programmed simulated problems.

2. To discover the relationship between the general pattern of decision-making behavior of a school principal and the rationality of this decision-making behavior and:

    a. his expectations and perceptions regarding his role in his own school;

    b. the degree of similarity between his own role expectations and perceptions and those held regarding him by his superintendent and teachers;

    c. his perception of the role expectations and perceptions held by his superintendent and his teachers regarding his administrative behavior;

    d. his perception of conditions existing in the simulated problem situations;

    e. his expectations regarding the principal's role in the simulated problem situations; and

    f. his general social values, interpersonal relations orientation, and viewpoint as to the importance of certain educational tasks and functions for his own school.

3. To discover if changes occur in the general pattern and rationality of a principal's decision-making behavior.

    a. during the period of time he is subjected to a variety of programmed simulated problems; and

    b. in his own school after he has experienced being subjected to a variety of programmed simulated problems.

4. To discover if changes occur in a principal's expectations and perceptions of his role as a result of being subjected to a variety of programmed simulated problems.

5. To develop programmed decision-making problems which produce responses which differentiate behaviors of school principals, but do not require the use of a digital computer to obtain data from subjects.

The project will examine a series of questions. These questions are related to the objectives of the study and to the theoretical framework that will guide the investigation. (See Appendix A and B for the two major theoretical frameworks of Poe and Meeker, et al., regarding decision making that will be used as the basis for programming problems and analyzing data.)

Tentative statements of selected hypotheses that are related to these questions are listed below. They will be refined during the first phase of the proposed project.

1. Is there a relationship between the expectations and perceptions school principals hold for their own role and their decision-making behavior in a simulated problem situation? Do both elementary and secondary school principals who hold similar role expectations and perceptions exhibit similar decision-making behavior? Is the decision-making behavior of a principal related more to his role expectations and perceptions than to his general social values? To the behavior and feelings he expresses toward and desires from others? To his perception of his own school environment?

   Hypothesis 1.1 -- School principals will differ from one another in their decision-making behavior in dealing with selected programmed problems regarding a simulated situation in terms of:

   a. the nature of the expectations and perceptions they hold for their role in their own school (pilot project data, e.g., Principal Role Behavior--Content instrument);

   b. the behavior and feelings they tend to express toward and desire from others (responses to FIRO-B and FIRO-F instruments);

   c. the way they perceive selected aspects of their own school environment (pilot project data obtained from Interview Schedule).

   Hypothesis 1.2 -- There will be no significant difference between a principal's expectations about his role in his own school and his expectations about his assumed role as principal in the simulated problem situation.

   Hypothesis 1.3 -- There will be no significant difference between the way a school principal perceives selected aspects of his own school environment and the way he perceives comparable aspects of the environment of the simulated problem situation.

   Hypothesis 1.4 -- There will be a significant relationship between the expectations and perceptions a school principal holds for his role in his own school and his decision-making behavior in dealing with problems regarding a simulated situation.

2. What is the pattern of decision-making behavior of school principals when dealing with in-basket items and a variety of programmed problems regarding the same and different simulated situations? What outcomes or objectives are seen as necessary for dealing effectively with a problem? What alternative courses of action are seen as possible ways for dealing with the problem? Is the course of action selected the one that is most rationally related to the principal's analysis of the problem and of selected alternatives?

Do school principals deal with a variety of problems in a similar manner? Do school principals select the alternative course of action that "satisfices" more than they select alternatives that "maximize?"

Hypothesis 2.1 -- School principals will differ significantly from one another in their decision-making behavior in terms of:

a. their identification of objectives or outcomes that are related to dealing with a particular problem;

b. the degree of importance they attach to programmed objectives or desired outcomes;

c. the alternative courses of action that are identified;

d. their responses to questions regarding the desirability and probability of possible consequences that might result from the selection of each alternative;

e. the way they see an alternative course of action in terms of "good," "mixed," "bland," or "uncertain" consequences; and

f. the degree to which they select "satisficing" alternatives over "maximizing" alternatives as the most preferred course of action.

Hypothesis 2.2 -- "Satisficing" alternatives will be chosen more than "maximizing" alternatives as the preferred course of action in programmed problems by school principals who:

a. hold expectations about their own role and their assumed role in the simulated situation that emphasize the desirability of Idiographic behavior more than the desirability of Nomothetic behavior (data obtained through Principal Role Behavior -- Content instrument in pilot project);

b. tend to deal with in-basket problems in a manner that emphasizes exchanging information, discussing with others before acting, responding to outside pressures, and maintaining organizational relationships;

c. perceive their own school environment more from the point of view of their own role than from the point of view of the school they administer or of the larger setting of the community (Interview data from pilot project);

d. place greatest emphasis on those objectives that imply consideration of others more than initiating-structure-in-interaction;

e. prefer to express Inclusion and Affection toward others more than they want to express Control toward others (FIRO-B data obtained in pilot project).

3. Does the experience of school principals in dealing intensively with programmed simulated problems result in any change in their administrative behavior in their own school? Is there a change in the way role expectations and perceptions held by school principals regarding their role in their own school after their experiences in a decision-making workshop? Do their superintendents and teachers perceive a change in their on-the-job behavior? Is this perceived change viewed as being desirable or undesirable?

   Hypothesis 3.1 -- There will be a significant difference between the expectations and perceptions school principals held regarding their own role prior to the decision-making workshop (pilot project data) and their role expectations and perceptions approximately four months after the workshop.

   Hypothesis 3.2 -- Superintendents and teachers will not perceive any significant differences in the behavior of school principals before and after the decision-making workshop attended by these school principals.

   Hypothesis 3.3 -- If a change in the behavior of a school principal after his experience in the decision-making workshop is perceived by his superintendent or teachers, this change will be perceived as being a desirable change.

III. Other Related Research

The research problems of the proposed project are related closely to the theories and research reported in educational and social science literature. A few examples of research and discussions of research that are relevant to some aspects of the proposed project are listed below. ~~Else~~where in the proposal and in the appended materials reference is made to other pertinent research.

1. Studies of the Principal's Role. Neal Gross[1] is currently studying the viewpoint of teachers, citizens, and principals regarding the principal's tasks and behavior. Clark[2] discovered that effective principals tend to initiate numerous face-to-face communications with staff members, have fewer direct contacts with pupils, and make decisions in a manner accepted by staff members. Moser[3] found that principals emphasize idiographic behavior when dealing with teachers and nomothetic behavior when dealing with their

---

[1] Materials sent to the research staff by Neal Gross which included copies of instruments that are being used in his national study of school principals. The pilot project was concerned with a similar problem, but used a framework different from that used by Gross.

[2] Dean O. Clark, "Critical Areas in the Administrative Behavior of High School Principals," Unpublished doctoral dissertation (Ohio State University, 1959).

[3] Robert F. Moser, "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, VI (September, 1957).

superintendent. Hess[4] found that principals have almost no direct relationships with the citizens of their school communities. Congreve[5] found that the informal organization among teachers is related to the degree to which the principal tends to meet the professional and personal needs of teachers. Prince[6] found that principals and teachers hold different patterns of values. Other studies[7] find that interpersonal relationships, and the principal's perceptions of these relationships influence his own behavior as well as the behavior of his teachers.

2. Simulated Situations. Much of the research directly related to the study of school principals in a simulated situation has been derived from materials developed during the Development of Criteria of Success in School Administration (DCS) project.[8] For example, Hemphill, Griffiths, and Frederickson[9] found that personality as

---

[4] Odean L. Hess, "Critical Areas of Administrative Behavior of Elementary School Principals," Unpublished doctoral dissertation (Ohio State University, 1955).

[5] Willard J. Congreve, "A Study of the Interrelationships Existing Between Administrative Behavior and the Social System of the Adult Population in Two Selected Secondary Schools," Unpublished doctoral dissertation (University of Chicago, 1957).

[6] Richard Prince, "Individual Values and Administrative Effectiveness," Administrator's Notebook, VI (December, 1957).

[7] Bruce G. Browning and Henry J. Otto, Organization for Instructional Supervision in Elementary Schools, (Austin: College of Education, University of Texas, 1957); David B. Austin and James S. Collins, A Study of Attitudes Toward the High School Principalship (Washington, D.C.: National Association of Secondary School Principals, 1956); Department of Elementary School Principals, The Elementary School Principalship: A Research Study (Washington, D.C.: The Department, National Education Association, 1958).

[8] John Hemphill, et al., Dimensions of Administrative Performance, (New York: Teachers College, Columbia University, and Educational Testing Service, 1961); Keith Goldhammer, "The Use of Simulated Materials in Educational Administration for Workshops and Extension Courses," The University of Oregon, mimeographed; University Council for Educational Administration, Simulation in Administrative Training, Columbus, Ohio: U.C.E.A., no date, and The Instructional Uses of Simulation in the Preparation of School Administrators, no date, mimeographed.

[9] John A. Hemphill, Daniel E. Griffiths, and Norman Frederickson, Administrative Performance and Personality, (New York: Bureau of Publications, Teachers College, Columbia University, 1962).

measured by the Cattell 16 P.F. test tended to explain the types of in-basket behavior revealed by the eight factors that accounted for most of the variance in responses of elementary school principals. Fern, using DCS materials, found that the perceived importance of a problem is a temporary factor as is the perception of problem priority, and both these can change with training.[10] Simulation has been used widely in business games[11] and Clarkson and Simon[12] believe that there is great promise in using simulation models built upon digital computers. Shure[13] has demonstrated that the complexity and realism of real-life situations can be introduced through simulation in decision research in the study of SAGE command staff decisions.

3. Decision-making. -- Reviews of psychological studies of the development and change of aspiration levels[14] indicate that search for new alternatives begins when performance falls short of the level of aspiration. When both the search and the adjustment of the level of aspiration fails, emotional behavior will replace rational adaptive behavior. Simon[15] claims that satisficing behavior models are richer than maximizing behavior models because they not only

---

[10] William H. Fern, "Aspects of Problem Perception and Problem Solving in Educational Administration," Unpublished doctoral dissertation, (Chicago: University of Chicago, 1960).

[11] For example, J. Von Neumann and O. Morgenstern, Theory of Games and Economic Behavior, (Princeton: Princeton University Press, 1944); Herbert A. Simon, Models of Man, (New York: John Wiley and Sons, 1957); Lee J. Cronbach and Goldine C. Gleser, Psychological Tests and Personnel Decisions. (Urbana University of Illinois Press, 1957); F. M. Ricciardi and C. J. Craft, Top Management Decision Simulation: The A.M.A. Approach, (New York: American Management Association, 1957).

[12] Goeffrey, P. E. Clarkson and Herbert A. Simon, "Simulation of Individual and Group Behavior," The American Economic Review, L (December, 1960), 920-32.

[13] Gerald H. Shure, "Complexity, Realism and Simulation in Decision Research: A Study in Command Staff Decision Making," Paper presented at University Council for Educational Administration seminar on Research in Educational Administration, University of California, August, 1961.

[14] James G. March and Herbert A. Simon, Organizations (New York: John Wiley and Sons, 1958).

[15] Herbert A Simon, "Theories of Decision-Making in Economics and Behavioral Science," The American Economic Review, XLIX (June, 1959), 253-83.

deal with equilibrium, but how to reach equilibrium as well. Simon also states that "a real-life decision involves some goal or values, some facts about the environment, and some inferences drawn from the values and facts."[16] Heider[17] indicates that resolutions of problems involves "changes in unit relation," or changes in the sentiment relations. Abelson[18] suggests in his balance model framework that there are several modes of resolution of belief dilemmas, two of which are bolstering and denial. Sherif and Harvey[19] and Thrasher[20] indicate that concepts are jointly determined by external and internal factors, and the less compelling or the more ambiguous the stimulus variables, the greater will be the influence of the internal dispositional factor. Harvey, et al.,[21] after reviewing the literature and analyzing numerous research data conclude that procedures aimed at modifying conceptual systems will be more effective if directed toward groups of persons who have similar conceptual structures.

4. Perception. Much of the writing on decision-making underlines the importance of the subject's perception of himself and of the external situation. A proposition often included in organization theory states that an administrator will perceive situational aspects that are related specifically to the goals and activities of the unit he heads. Bruner[22] suggests that a person perceives what he is "ready" to perceive and that if the situation is complex or ambiguous the more likely the perception will be governed by personal rather than objective factors. Dearborn and Simon[23] discovered that an administrator perceives those aspects of a situation that relate specifically to the activities and goals of his department and that criteria for selection of data become internalized. The pilot project discovered greater

---

[16] Ibid., p. 273.

[17] F. Heider, The Psychology of Interpersonal Relations (New York: John Wiley and Sons, 1958).

[18] R. Abelson, "Modes of Resolution of Belief Dilemmas," Journal of Conflict Resolution, III (1959), 343-52.

[19] M. Sherif and O. J. Harvey, "A Study in Ego Functioning: Elimination of Stable Anchorages in Individual and Group Situations," Sociometry, XV (1952), 272-305.

[20] J. D. Thrasher, "Interpersonal Relations and Gradations of Stimulus Structure as Factors in Judgment Variations," Sociometry, XVII (1954), 228-41.

[21] O. J. Harvey, David E. Hunt, and Harold M. Schroeder, Conceptual Systems and Personality Organizations, (New York: John Wiley and Sons, 1961).

[22] Jerome S. Bruner, "On Perceptual Readiness," Psychological Review, LXIV (1957), 123-52.

[23] DeWitt C. Dearborn and Herbert A. Simon, "Selective Perception: A Note on the Departmental Identification of Executives," Sociometry, XXI (June, 1958), 140-44.

differences in the perceptions of the principal's role than in role expectations, both among principals themselves and among superintendents and teachers. A review of the literature on perception and its relation to administration[24] underlines the importance of perceptual transaction: what a person perceives in the outside world affects his inner self and his perception of himself, and this in turn affects his perception of the outside world. Bartley[25] points out that one danger in the study of social perception is that no distinction is made between perception and processes that lie outside of perception. In the proposed project, perception will be dealt with only in terms of the interpretations by subjects of selected factors as shown by answers to specific questions about selected aspects of the simulated materials presented to each subject.

IV. Procedure

1. Research Design. The major elements of the research design and general methodology is described partially by the diagram that appears on page 11. A more complete explanation of the design is contained in Appendix C of this proposal.

   The design has its sources in Robert Poe's mathematical model of educational administration (Appendix A) and the research approach to complex decision-making suggested by Meeker, Shure, and Rogers (Appendix B). Both these sources suggest ways in which administrative decision-making can be studied through simulated means without the need to obtain responses through digital computers, while still meeting the criteria of realism and complexity. They also provide the incorporation of some features of Herbert Simon's principal of "bounded rationality."[1] Poe's definition of Type II qualitative decisions is related to Homan's contention that questions of value plus correctness are involved in choice.[2] Meeker's suggestion shows how contextual condititions, procedures, and decisions can be incorporated into simulated problems that can be examined through procedural analysis, including the classification of alternatives as "good", "mixed", "bland", or "uncertain"; prerequisites; and anticipated consequences. The factors listed on the accompanying diagram under "decision-making"

---

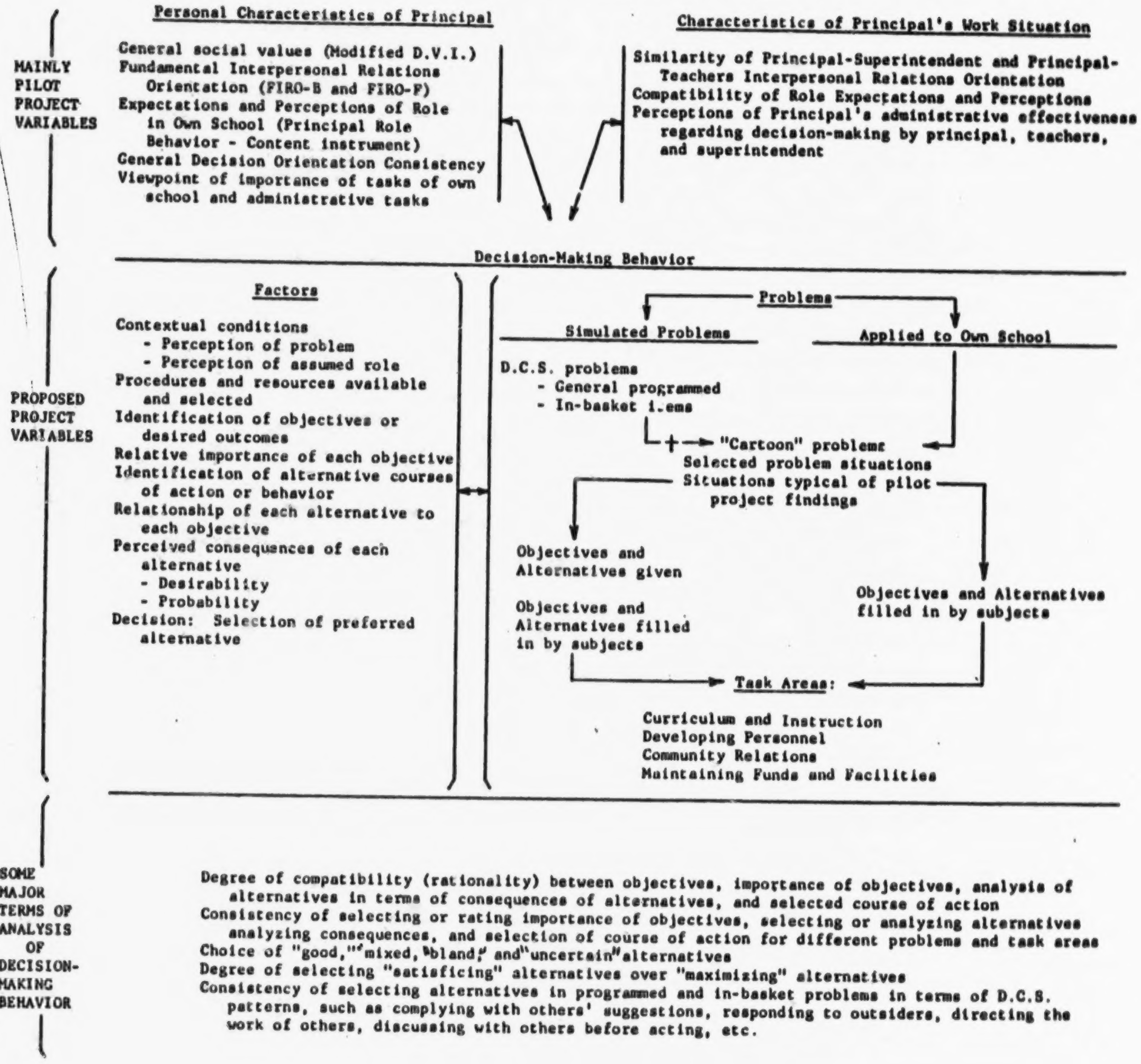
[24] Daniel E. Griffiths, Lawrence Iannaccone, and James Ramey, Perception: Its Relation to Administration (New York: University Council for Educational Administration, n.d.).

[25] S. Howard Bartley, Principles of Perception (New York: Harper and Brothers, 1958).

[1] Herbert A. Simon, Models of Man, op. cit., and "Theories of Decision-making in Economics and Behavioral Science," op. cit.

[2] Georage C. Homans, Social Behavior: Its Elementary Forms (New York: Harcourt, Brace, and World, Inc., 1961), pp. 349-55.

PARTIAL SCHEMATIC DIAGRAM OF RESEARCH DESIGN



MAINLY PILOT PROJECT VARIABLES

Personal Characteristics of Principal

General social values (Modified D.V.I.)
Fundamental Interpersonal Relations Orientation (FIRO-B and FIRO-F)
Expectations and Perceptions of Role in Own School (Principal Role Behavior - Content instrument)
General Decision Orientation Consistency
Viewpoint of importance of tasks of own school and administrative tasks

Characteristics of Principal's Work Situation

Similarity of Principal-Superintendent and Principal-Teachers Interpersonal Relations Orientation
Compatibility of Role Expectations and Perceptions
Perceptions of Principal's administrative effectiveness regarding decision-making by principal, teachers, and superintendent

Decision-Making Behavior

PROPOSED PROJECT VARIABLES

Factors

Contextual conditions
- Perception of problem
- Perception of assumed role

Procedures and resources available and selected
Identification of objectives or desired outcomes
Relative importance of each objective
Identification of alternative courses of action or behavior
Relationship of each alternative to each objective
Perceived consequences of each alternative
- Desirability
- Probability

Decision: Selection of preferred alternative

Problems

Simulated Problems

D.C.S. problems
- General programmed
- In-basket items

Applied to Own School

"Cartoon" problems
Selected problem situations
Situations typical of pilot project findings

Objectives and Alternatives given

Objectives and Alternatives filled in by subjects

Objectives and Alternatives filled in by subjects

Task Areas:

Curriculum and Instruction
Developing Personnel
Community Relations
Maintaining Funds and Facilities

SOME MAJOR TERMS OF ANALYSIS OF DECISION-MAKING BEHAVIOR

Degree of compatibility (rationality) between objectives, importance of objectives, analysis of alternatives in terms of consequences of alternatives, and selected course of action
Consistency of selecting or rating importance of objectives, selecting or analyzing alternatives analyzing consequences, and selection of course of action for different problems and task areas
Choice of "good," "mixed," "bland," and "uncertain" alternatives
Degree of selecting "satisficing" alternatives over "maximizing" alternatives
Consistency of selecting alternatives in programmed and in-basket problems in terms of D.C.S. patterns, such as complying with others' suggestions, responding to outsiders, directing the work of others, discussing with others before acting, etc.

tend to incorporate the suggestions and frameworks of Poe and Meeker. The design in these terms permits one to obtain data from subjects regarding their estimates of desirability and predictability of alternative courses of action while at the same time permitting a classification of these responses in terms of the subject's preference for "maximizing" or "satisficing" alternatives.

The design also provides a way of relating pilot study findings (which will be used to select subjects) with each of the factors included in the analysis of decision-making regarding simulated problems and comparable problems that subjects will apply to the context of their own school situation. Decision-making behavior will be analyzed in more global terms such as rationality, consistency regarding different task problems, similarity between responses to simulated and "own situation" problems, perception of programmed alternatives (e.g., "mixed, bland," etc.), and degree of satisficing alternatives chosen over maximizing alternatives.

In essence, the design as now conceived views decision-making as an output of a behaving system, in this case, a school principal. The output of concern is limited to the factors of decision-making listed on the accompanying diagram. The input factors of concern are limited to those characteristics discovered through the pilot project, and which are used to select subjects, plus perceptions of the situation and of assumed role in the simulated problem. Since the treatment of all subjects will be identical--i.e., controlled in terms of place; administration of all instruments regarding simulated problems at the same time, manner and order; identical codes used to analyze responses, etc.--it will be assumed that all other factors that might influence their decision-making responses will be randomly distributed among subjects. Comparison of responses and the relation of responses to pilot project data will be aimed at discovering the relationships of these selected input and output factors.

2. Population and Sampling Procedure.

   a. Population--The universe of the study will be the forty-six elementary and secondary school principals who have participated in the pilot project. In this pilot project the principals selected were in those school districts which had the following characteristics: a full time superintendent; at least one elementary principal, one junior high principal, and one high school principal; principals served as the head of only one school; employed at least twelve teachers; the superintendent and principals had at least one year prior experience in their present position; were located in areas representing the socio-economic areas of Oklahoma (commercial agriculture, manufacturing, mining, diversified agriculture, business and personal services, etc.) and representing towns of various size population; represented urban, suburban, town, and rural communities; and were within an 85 mile radius of Stillwater (75 per cent of Oklahoma's population lives within this radius).

b. Sampling Procedure--The sampling procedure to be used is as follows:

(1) The sampling unit is specified as a principalship, the individual principal and the school social system of which he is the administrative head.

(2) The sample of principals will be selected from the universe on the basis of the findings of the pilot project in terms of principal responses and in terms of situational compatibility of responses. At least one elementary and one secondary school principal will be selected, where appropriate or possible, who represents each of the composite patterns listed below. Replications of subjects representing each of these composite patterns will also be included in the sample.

(a) Principal's own role expectations and perceptions in terms of preference for Nomothetic or Idiographic behavior (Principal Role Behavior - Content instrument as described in Appendix E)

(b) Principal's perception of his school environment from the viewpoint of his own role, or the school he administers, or the larger community setting (Interview Schedule findings as reported in Appendix D)

(c) The degree of compatibility between a principal and his superintendent and a principal and his teachers on role expectations, role perceptions, in terms of Nomothetic or Idiographic behavior

(d) The total compatibility (reciprocal, originator, and interchange compatibilities) between principal and superintendent and between principal and teachers on the dimensions of Inclusion, Control, and Affection of the FIRO-B instrument

These compatibility patterns will be classified as follows:

Pattern	Principal-Superintendent Compatibility	Principal-Teachers Compatibility
A	+	+
B	+	-
C	-	+
D	-	-

The identification of the principals who participated in the pilot project in terms of the above individual responses and principal-superintendent and principal-teachers compatibility patterns is included in the analyses of each school that will be indicated in the final report of the pilot project.

Principals will be identified who are homogeneous in terms of their responses to each of these instruments in order to include sufficient replications in the sample included in the proposed project. In addition, principals who differ significantly from one another will also be identified so as to assure that the sample group of principals represents the varying patterns discovered in the pilot project. Regardless of the number of principals that meet these criteria of intra-group homogeneity and inter-group difference and whose cooperation can be obtained to participate in the proposed project, a minimum of approximately twenty-four principals representing intra-group homogeneity as well as inter-group heterogeneity will be included as subjects in the proposed project. Replications of patterns will be included so as to facilitate analyses and verify conclusions.

3. Proposed Procedures

Selected features of the contemplated procedures are illustrated by brief descriptions in terms of time phases. Each phase, in turn, is described briefly in terms of some of the major activities related to the research design. The brief descriptions below merely summarize some of the activities described in more detail in Appendix C which is attached to this proposal.

a. Phase 1 -- This phase will provide the information necessary to develop instruments that will obtain the data which will be used to test the hypotheses of the study. It will consist primarily of the development, pilot testing, and analysis and refinement of programmed decision problems in order to determine the general validity and reliability of these instruments, and making the necessary cooperative arrangements with school systems to collect data through the use of these refined instruments. It is anticipated that this complex and intensive study, including scale analysis of responses, will take place over a seven month period, from February 1, 1963 to August 31, 1963, and will include activities such as the following:

   (1) The writing of simulated problem situations and the development of two forms of programmed responses, using the simulated program models of Poe, Meeker, and the findings of the Development of Criteria of Success project for:

      (a) "Cartoon" type simulated problems
      (b) The Development of Criteria of Success project background materials

(c) Situational problem patterns based on pilot study findings

(d) Selected problems regarding a simulated problem that principals can be asked to assume occurs in their own school.

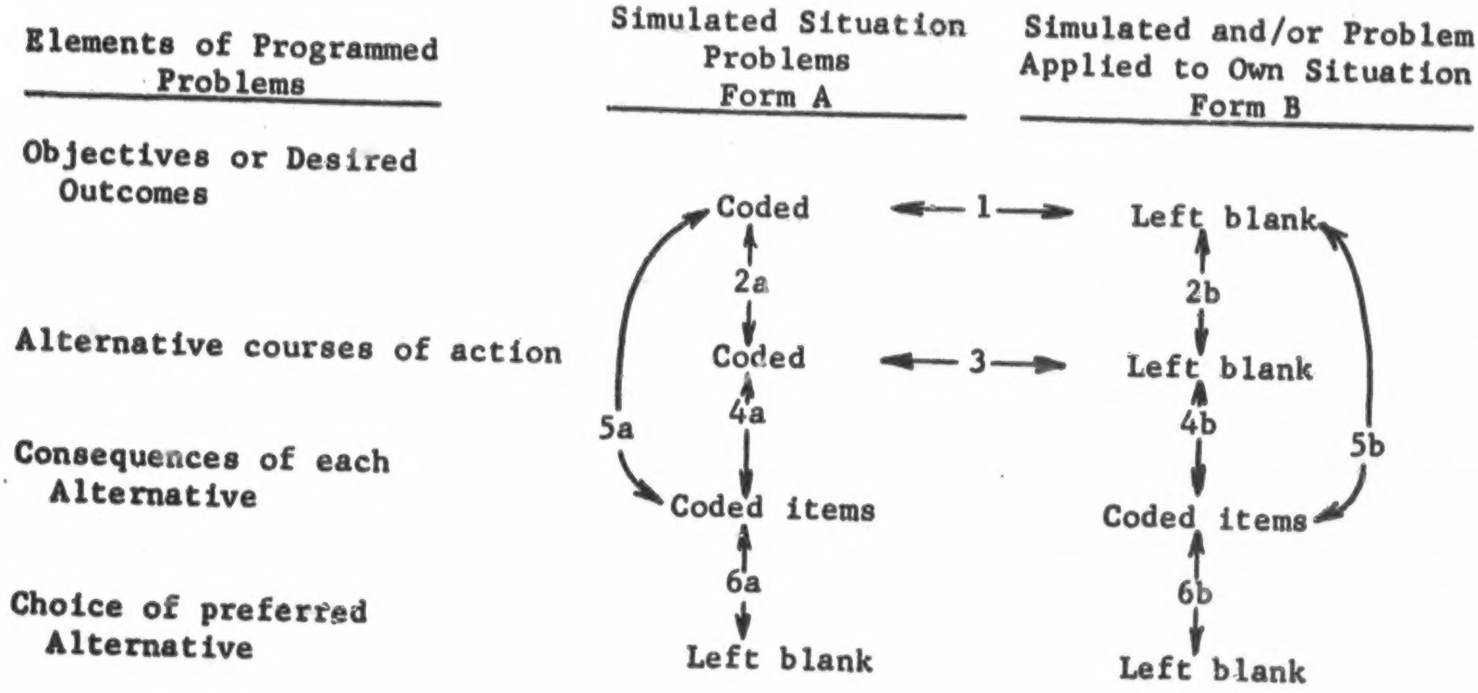
(2) Pilot studies on each instrument to obtain data as to patterns of responses, the validity and reliability of coded objectives and alternatives, as well as the relationship between the objectives, alternatives and consequences dimensions of programmed problems.

(3) Analyses of pilot study data.

(4) Refinement of research instruments, research design, and data analysis techniques.

The analysis of pilot phase findings will include, in addition to scale analysis, answering the questions such as the following as a way of making sure that the problems situations selected require discussion-making rather than mere rule-following.

Question 1: What is the validity of (how realistic are) the coded objectives?
Question 2: What is the relationship between coded Alternatives to coded Objectives?
Question 3: What is the validity of the coded Alternatives?
Question 4: What is the relationship of responses to Consequence items to each Alternative?
Question 5: What is the relationship between responses to Consequence items to each Objective?
Question 6: What is the relationship of choice of Preferred Alternative to responses to Consequence items for each Alternative?


Elements of Programmed Problems
Simulated Situation Problems Form A
Simulated and/or Problem Applied to Own Situation Form B
Objectives or Desired Outcomes
Alternative courses of action
Consequences of each Alternative
Choice of preferred Alternative
Coded
1
Left blank
2a
2b
Coded
3
Left blank
4a
4b
5a
5b
Coded items
Coded items
6a
6b
Left blank
Left blank

b. Phase 2 -- This phase will consist of the activities aimed at obtaining the major data of the study. Activities will include the development of a "workshop" program, and the obtaining of data during a 7-8 day workshop, probably through two 4-day sessions. The dates of this workshop will depend upon the arrangements that can be made with cooperating school principals, but will likely take place between October 15 and December 1, 1963. A tentative schedule of workshop activities is included in Appendix C and consists of activities such as the following:

(1) Obtaining information from principals regarding factors such as their viewpoint concerning the emphasis they should give to certain educational tasks in their own school (The School Program Characteristics Opinionnaire), their administrative effectiveness in their own job (William Schultz' Scale of Administrative Decision-Making and Scales for Measuring Administrative Skills), and their general feelings toward others (Schultz' FIRO-F instrument);

(2) Use of the Development of Criteria of Success project simulated materials in terms of in-basket problems and programmed problems regarding specific DCS materials such as an analysis of the informal organization of teachers in the Whitman School (the simulated school), a speech to a P.T.A. group, and the selection of a school principal.

(3) Administering "Cartoon" problems aimed at discovering patterns of at least one subsequent decision based on feedback information regarding reaction to a preceding decision, plus information as to the major reasons why both the preceding and subsequent decision was selected;

(4) Administering programmed problems regarding curriculum and instruction, developing personnel, community relations, and maintaining funds and facilities that the subjects are to deal with in terms of a description of a simulated situation as well as in terms of their own situation;

(5) Discovering the reactions of subjects to their workshop experiences.

c. Phase 3 -- This phase of the proposed project will be carried out during approximately a six-month period between December 1, 1963 and May 31, 1964. It will consist chiefly of coding and recording responses for statistical analyses, intial descriptive analyses of data on the IBM 650 computer, and obtaining data from participating principals, their superintendent and teachers regarding their perception of the nature, degree and desirability of change in the principal's decision-making behavior in his own school after he participated in the "decision-making" workshop. In addition, selected pilot study instruments will be readministered to discover if a change has occurred in each principal's own role expectations and perceptions. Activities included in this phase will include:

(1) Scoring each instrument and placing this information on IBM cards according to dimensions that will be used for analysis;

(2) Analyzing and summarizing this basic information on the IBM 650 computer;

(3) The writing of interim reports of these initial analyses;

(4) Developing program for analysis of relationships within and between instruments and dimensions in preparation for analysis on IBM 7090 computer;

(5) Visits during March and April to schools of participating principals to obtain their perception of each principal's present behavior from the principal, his teachers, and his superintendent, their perception of the degree of change in this behavior since the "decision-making workshop," and the desirability of any changes perceived (using instruments such as William Schultz' Scale of Administrative Decision-Making and Scales for Measuring Administrative Skills); and

(6) Obtaining from school principals their own role expectations and perceptions and comparing (a) these responses to comparable responses obtained during the pilot study, and (b) any change between these responses and pilot study responses with the similarity of their responses on these instruments during the pilot study to measure the consistency of their role expectations and perceptions.

d. Phase 4 -- This phase of the proposed project will consist chiefly of the final analyses of data on the Oklahoma State University IBM 650 and the Continental Oil Company (Ponca City) 7090 computers and the writing and publication of the final report. The data from each programmed problem will be analyzed and compared with selected findings of the pilot study data. The contemplated kinds of analyses that will be made are described in Appendix C. Data will be analyzed in terms of the refined hypotheses of the study and project objectives as well as in terms of implications for the methodology and instruments employed in the study. This phase, lasting approximately seven months, will take place between June 1, 1964 and December 31, 1964.

4. Data

The major data collection techniques will be opinionnaire or scale instruments, interviewing of pilot study participants, and programmed decision problems regarding a variety of simulated problems as well as in reference to the subject's own school situation. All instruments will be so designed as to obtain responses in terms of the major variables of the research design and in terms that will enable comparisons between (a) responses by the same subject to different problems, (b) responses of different subjects to the same problem, and (c) comparison of responses to the programmed decision problems and responses to the instruments used in the pilot project. The problems regarding scaling and analyses will be worked out during the pilot study phase of the proposed project.

A more detailed description of contemplated instruments and the proposed methods for obtaining specific information is described in Appendix C. A few of these instruments are:

a. The Fundamental Interpersonal Relations Orientation - Feeling instrument (FIRO-F) developed by William Schutz. This instrument is concerned with the subject's Expressed and Wanted Feeling regarding the dimensions of Inclusion, Control, and Affection. It is probable that this instrument will be modified so that the subjects respond not in terms of "people in general" but in terms of specified referrents such as "my superintendent," "my teachers," and possibly "the parents in this community."

b. Scale of Administrative Decision-Making developed by William Schutz. This is a nine item, Guttman-scaled instrument that asks respondents to indicate on a six-point scale the extent to which conditions regarding the way decisions are made tend to exist -- be true -- in their school.

c. Scales for Measuring Administrative Skills developed by William Schutz. These consist of three nine-item scales concerned with Communication, General Administrative Behavior, and Instructional Leadership. Items have been Guttman scaled. Respondents indicate on a six-point scale the extent to which the conditions described in each item exist in their school.

d. "Cartoon problem" instruments, each of which will consist of a two-step or three-step problem situation that requires an initial decision and at least one subsequent decision based on programmed responses to the initial decision. For each decision the respondent will be asked to indicate the major reasons why he made this decision. The problems will include principal-teacher, principal-superintendent, principal-parent, and possibly principal-pupil situations regarding problems related to the instructional program, faculty personnel, pupil personnel, relations with the community, and finance. A small pilot study using one cartoon problem indicates that comparisons can be made between decisions, reasons for decisions, and between each decision and the reason for that decision resulting in varying patterns for each respondent.

e. Development of Criteria of Success project in-basket problems. These will consist of a collection of documents which have presumably accumulated in the in-basket of a principal and which are awaiting his attention. The particular documents constitute the test items and the action which the subject takes with respect to the items are his responses to the test. The items have been developed on a matrix which includes one on dimension Conceptual, Human, and Technical skills and on the other dimensions the task areas of Curriculum and Instruction, Developing Personnel, Community Relations, and Maintaining Funds and Facilities. Dr. Cunningham of the Midwest Administration Center, University of Chicago, has developed in-basket problems for secondary school principals using the DCS background materials. He has agreed to the use of these in-basket items in the proposed project.

f. Programmed problems that will include responses regarding such factors as the perceived problem, the perceived role of the person whose role the subject is asked to assume, the objectives or outcomes that need to be obtained to deal with the perceived problem, perceived alternative courses of action, the degree to which these alternatives are related to objectives and the degree to which the alternative will likely achieve each objective, the perceived desirability and probability of programmed consequences that might result from each alternative, and the selection of the preferred alternative. These programmed problems will be developed regarding descriptions of situations such as the following:

    (1) A report of a study of the informal organization of the subject's simulated school;

    (2) A speech the subject is to make to the first P.T.A. meeting during the current academic year in the simulated school;

    (3) The selection of a school principal for the purpose of recommending him as a replacement for the subject who has been promoted to a more important principalship in the simulated school system;

    (4) Descriptions of situations that describe the patterns of principal-superintendent and principal-teacher compatibility that were discovered in the pilot study and that represent the situations of the subjects' own schools, i.e., patterns such as:

	Superintendent	Principal	Teachers
Situational Patterns (Read horizontally)	X	X	X
	X	X	Y
	Y	X	X
	Y	X	Y
	Y	X	Z

(5) The description of the situational pattern discovered in each subject's own school in the pilot study, and which pattern was included in the series of situations presented previously to each subject. This time, however, the subject is informed that this is the analysis of his own school that was obtained through the pilot study.

(6) Selected problems regarding Curriculum and Instruction, Developing Personnel, Community Relations, and Maintaining Funds and Facilities based on the descriptive background materials on the simulated community, school system, and school developed during the Development of Criteria of Success project.

5. Analyses

Final decisions on the methods of analyzing data will be made on the basis of the findings of the responses and methods of analyses used during the first (pilot) phase of this proposed project (Phase 1). A variety of analyses will be employed in this phase including scale analysis (e.g., the use of paired-comparisons to discover the distance between the ranks of importance attached to programmed decision objectives by respondents to see if an interval scale can be developed that will facilitate comparison of such rankings). It is anticipated that these findings from the pilot phase of the proposed project will result in the confirmation of the effectiveness of using particular standard tests of significance (such as chi square, Mann-Whitney z_U test, Kendall's W coefficient of concordance, Spearman's or Kendall's rank correlation coefficient, Wilcoxon's matched-pairs signed-ranks test) to analyze decision-making hemogeneity and the relationship between data on role expectations and perceptions (pilot project data) and the responses of subjects to the programmed decision problems. If possible and appropriate, Guttman scales may be developed for certain instruments. Because of the ordinal nature of data and the nature of the approach being used in the proposed project, statistical treatment will emphasize the use of non-parametric formulae.

In all cases, the statistical analyses of data will be carried out as extensively and intensively as possible to assure maximal utilization of study data and testing of hypotheses.

6. Approximate Time Schedule

Phase 1: February 1, 1963 - August 31, 1963
Phase 2: September 1, 1963 - November 31, 1963
Phase 3: December 1, 1963 - May 31, 1964
Phase 4: June 1, 1964 - December 31, 1964

7. Expected End-Product

The anticipated results of the proposed project may be thought of as consisting of three different but related end-products. The first end-product will be the final research report supported by a series of more specific interim reports and papers, each dealing with a particular aspect of the research design. The final report will not only contain the findings regarding the discovered patterns of decision-making behavior of school principals, but (as the objectives and hypotheses indicate) will also include the relationships between these decision-making findings and the findings of the pilot project on role expectations and perceptions of school principals. The second end-product will be a series of instruments and programmed problems that can be used for research purposes or as instructional materials in programs of preparation for school principals. The third end-product will include articles submitted to social science and educational journals, a series of meetings with school administrators to report findings, articles for state education associations publications, and reports of project results to cooperating schools and school systems. An obvious end-product will be the professional satisfactions obtained by the research staff and the resulting enrichment of their understanding of some factors relating to administrative behavior. It is expected also that the results of the proposed project will make some contribution to role theory and to decision theory.

V. Personnel

Director -- Robert E. Sweitzer, Associate Professor of Education, College of Education, Oklahoma State University, M.A. in Student Personnel and Guidance, Teachers College, Columbia University; Ph.D. in Educational Administration, University of Chicago.

Assistant Dean of Students and Instructor, Muskingum College, 1947-1950; Research Associate, 1951-1952, Executive Assistant to the Director, Midwest Administration Center, and Assistant Professor of Education, University of Chicago, 1952-1955; Associate Professor of Education, University of Kansas City, 1955-1960; Associate Professor of Education, Oklahoma State Universit 1960--. Director of pilot project, "Role Expectations and Perceptions of School Principals," (Project 1329, OE 2-10-069, Cooperative Research Branch, U. S. Office of Education). Publications include the following:

"State Governments and Education," Review of Educational Research, XII (October, 1952), 345-55 (with Francis S. Chase).

"Superintendents in Small Midwestern States Swiftly Come and Swiftly Go," Nation's Schools, LI (March, 1953), 55-58 (with Francis S. Chase).

"What They Don't Know Can Hurt You," Administrator's Notebook, II (November, 1953), reprinted in Ohio Schools, XXXII (February, 1954), 20-21, 36.

"Informed, Responsible Citizens," School Executive, LXXIII (March, 1954), 108-09.

"The Superintendent's Role in the Improvement of Instruction," Administrator's Notebook, VI (April, 1958).

"An Assessment of Selected Theories of Administration" in Research in Educational Administration (Cooperative Research Project No. F-2) edited by Stephen P. Hencley. Columbus: University Council for Educational Administration, January, 1962.

Educational Administration in Oklahoma: Status and Problems, 1961. A Survey Sponsored by the Oklahoma Commission on Educational Administration. Stillwater: Oklahoma State University, 1961.

"Images in the Mirror," Oklahoma Teacher, (January, 1962).

Research Associates -- Two persons will be hired as associate directors. These persons will spend approximately one-half time on the project. One of these persons will be Dr. Sara Sutker who has been a research associate on the pilot project and who is a sociologist and is particularly interested in problems of social perception. The other person will probably be John Outterson, Assistant Professor of Education, who has extensive experience and skill in instrument development and statistics. A brief summary of the background and experience of these two persons:

a. Sara Smith Sutker, Associate Professor, Oklahoma State University: B.S. in Education, Indiana (Pa.) State Teachers College; M.A. in Sociology, University of North Carolina; Ph.D. in Sociology and Anthropology, University of North Carolina.

   Her research experiences include: Co-investigator, Oklahoma State University Research Foundation Research Project #129, (abbreviated title) "Toward Recommendations Becoming Realities in Housing for Older People" and Research Associate, "Role Expectations and Perceptions of School Principals," Director of Center for Sociological Study, Goucher College, Baltimore, Maryland, 1957-1958. Research Assistant, Survey Operations Unit of the University of North Carolina, Institute of Statistics, Summer, 1956. Research Assistant, Institute for Research in Social Science, University of North Carolina, 1945-1946; 1951-1952.

   Among her research publications are:

   Co-author with James E. Montgomery and Maie Nygren, Rural Housing in Garfield County, Oklahoma: A Study of Processes, Images, and Values. (Stillwater, Oklahoma State University), 1959.

   Co-author with Rupert B. Vance, Chapter 6, "Metropolitan Dominance and Integration," in Vance and Demerath, The Urban South: A Symposium. Reprinted in Hatt and Reiss (eds.), Cities and Society (Glencoe, Ill.: The Free Press, 1957).

In Blackwell, Brooks and Hobbs, Church and Community in the South (Richmond, Va.: The John Knox Press, 1949), Appendix B, "Bibliography and Digests of Southern Urban Community Studies."

Focal Area Statement on Demography for the University of North Carolina Behavioral Science Survey, Sponsored by the Ford Foundation, 1954. (mimeographed)

b. John A. Outterson, Assistant Professor of Education, Oklahoma State University: B.S. in Science and Mathematics, University of Florida; M.E. in Educational Administration and Supervision, University of Florida; currently completing his Ed.D. dissertation, "The Development of a Functional Device for the Measurement of Teaching Effectiveness in Certain Aspects of the Elementary School Using Pupil-growth Criteria," University of Houston.

Three years public school experience as teacher and principal, 1956-1959; Special Teacher, University of Houston, 1959-1960 in conjunction with "The Houston Area Project: A Television Experiment, High School Physics by Television," conducted by a Title VII grant from the U. S. Office of Education; Lecturer in Education, University of Houston, 1960-1961; Assistant Professor of Education, Oklahoma State University, 1961--.

Some of his publications include:

Outterson Physics Achievement Test, Part I. Bureau of Educational Research and Services, University of Houston, 1961.

Outterson Physics Achievement Test, Part II. Bureau of Educational Research and Services, University of Houston, 1961.

Teacher's Guide for the Teaching of Modern Physics. Bureau of Educational Research and Services, University of Houston, 1961.

Research Assistants -- Two part-time persons will be hired as project research assistants, one of whom will be John Rearden who is a doctoral student in Educational Psychology and who has worked as a graduate assistant on the pilot project. Another graduate assistant will be hired who has a background in psychology, sociology, or educational administration. These two persons will assist the director and associate directors and will work under their direction.

VI. Facilities

1. Availability of office space allocated by the College of Education for the research and clerical staff necessary for carrying out the project as described.

2. Availability of the secretarial and clerical services of the College of Education when needed.

3. Access to the IBM 650 and other IBM computing and processing equipment in the University Computing Center. Cooperative arrangements have also been formally established by the Computing Center and the Research Foundation for the use of the IBM 7090 computer at the headquarters of the Continental Oil Company, Ponca City, Oklahoma, which is about 38 miles from Stillwater.

4. Access to the statistical and programming consultants of the University Statistical Laboratory and of the Continental Oil Company, Ponca City.

5. Library facilities of Oklahoma State University.

6. Faculty consultants in the Department of Education, Department of Psychology, Department of Sociology, and the College of Business.

7. Access to public school systems through the close cooperation established over a period of years, especially during the pilot project.

8. Funds other than those received from the Federal Government, to support this project will be provided by Oklahoma State University through the Research Foundation.

VII. Duration

Total amount of time required: 1 year and 11 months

Beginning: February 1, 1963 Ending: December 31, 1964

VIII. Other Information

1. That portion of financial support for the proposed project not obtained from Federal sources will be made available from Oklahoma State University through the Research Foundation.

2. This is the first time this proposal has been submitted to the Cooperative Research Branch, U. S. Office of Education or to any other foundation or agency. It is based on a complete revision of a research proposal, "The Behavior of School Principals in Simulated and On-the-Job Situations," that was submitted to the Cooperative Research Branch on March 28, 1962, but was not approved for support. This complete revision is based on criticisms of that previous proposal. This submission of a proposal to extend the pilot project, "Role Expectations and Perceptions of School Principals" (Project 1329, Cooperative Research Branch, U. S. Office of Education), was included as one of the objectives of that pilot project.

3. The Director and the Associate Directors will be relieved of an appropriate proportion of their institutional teaching duties and other obligations in order to engage in the research approximately one-half time.